

The University of Edinburgh

**Meeting of Senate Learning and Teaching Committee
to be held at 2.00pm on Wednesday 22 May 2019
in the Liberton Tower Room, Murchison House, Kings Buildings**

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*(Please note,
no Paper G)*

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CLOSED

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Draft minutes – for approval at meeting to be held on 2 May 2019

**Minutes of the Meeting of the Senatus Learning and Teaching Committee (LTC)
held at 2pm on Wednesday 13 March 2019
in the Raeburn Room, Old College**

1. Attendance

Present:

Professor Rowena Arshad	Head of Moray House School of Education (Co-opted member)
Professor Sian Bayne	Director of Centre for Research in Digital Education (Co-opted member)
Professor Stephen Bowd	Dean of Postgraduate Studies (CAHSS)
Ms Megan Brown	Edinburgh University Students' Association, Academic Engagement Co-ordinator (Ex officio)
Ms Rebecca Gaukroger	Director of Student Recruitment and Admissions (Ex officio)
Ms Shelagh Green	Director for Careers and Employability (Ex officio)
Professor Judy Hardy	Director of Teaching, School of Physics and Astronomy (CSE)
Professor Tina Harrison	Assistant Principal (Academic Standards and Quality Assurance)
Dr Sarah Henderson	Acting Director for Postgraduate Taught (CMVM)
Professor Charlie Jeffery (Convener)	Senior Vice-Principal
Dr Velda McCune	Deputy Director, Institute for Academic Development (Director's nominee) (Ex officio)
Ms Diva Mukherji	Vice President (Education), Edinburgh University Students' Association (Ex officio)
Professor Graeme Reid	Dean of Learning and Teaching (CSE)
Dr Sabine Rolle	Dean of Undergraduate Studies (CAHSS)
Professor Mike Shipston	Dean of Biomedical Sciences (Co-opted member)
Professor Neil Turner	Director of Undergraduate Teaching and Learning, (CMVM)
Mr Tom Ward	University Secretary's Nominee, Director of Academic Services (Ex officio)

Apologies:

Ms Nichola Kett	Academic Governance Representative, Academic Services
Ms Philippa Ward	Academic Services
Prof Iain Gordon	Head of School of Mathematics
Melissa Highton	Director of Learning, Teaching and Web Services Division

In attendance:

Mr Barry Nielson
Ms Sarah Harvey
Dr Charlotte Matheson

Director, Service Excellence Programme
Senior Service Excellence Partner
Academic Services (minute-taker)

2. Minutes of the previous meeting

LTC approved the minutes of the meeting held on 23 January 2019.

3. Matters Arising

There were no matters arising.

4. Convener's Business

4.1 Vice-Principal Students Post

The Convener advised members that interviews had been held for the Vice-Principal Students post on 11 March. The field of applicants had been particularly strong, and he was optimistic that the University would make an appointment soon.

4.2 Teaching Excellence and Student Outcomes Framework

The Convener advised members that Dame Shirley Pearce had been appointed to conduct an independent review of the Teaching Excellence and Student Outcomes Framework (TEF). He had spoken with her via teleconference and contributed to forums including the Universities Scotland Forum and the Russell Group Forum. There was currently little support for subject-level TEF within these forums.

The main focus of the review is subject-level TEF, but institutional-level TEF is also being considered. There were a range of concerns in Scotland about the reliability of metrics on continuation and outcomes, the latter in particular because of the flexibility of degree structures in Scotland. There were wider concerns about the statistical reliability of the TEF methodology and the absence of international students from career metrics. Professor Tina Harrison, Assistant Principal (Academic Standards and Quality Assurance) had been involved in a TEF pilot, and confirmed wider concerns about statistical reliability.

It was noted that the current Higher Education minister did not appear to have the same commitment to TEF as his predecessor.

5 For Discussion

5.1 Review of Senate and its Standing Committees

5.1.1 Externally-Facilitated Review of Senate - Update

The Convener advised members that an externally-facilitated review of Senate was taking place. The review examined the effectiveness of Senate, including the relationship between Senate, Senate committees, and other university governance structures. This overlapped with and informed a parallel internal review of the structure

of the senate committees. The external review report would be discussed at the Senate meeting in May, and a more advanced draft would be available to key stakeholders soon.

Key messages from the review so far included the following:

- Senate should have greater visibility as the supreme academic body of the University. Even after reforms, Senate membership would be around 300 people, and this would be a very large group for decision-making, but a Senate of 300 could function as a deliberative forum.
- The University of Edinburgh typically did not incorporate discussion of research into Senate business. This was at odds with other universities, and unusual in view of the fact that it was the supreme academic body of the University.

5.1.2 Review of the Structure of the Senate Committees – Initial Proposals for Consultation

The Director of Academic Services, presented a paper outlining initial proposals for internal consultation on the structure of the Senate Committees.

The current committee structure had been set up around 10 years ago. There was now more focus on the broader student experience. It was unclear to what extent the Learning and Teaching Committee had responsibility for the broader student experience. Suggestions that were discussed included:

- The creation of a joint Court-Senate committee for student experience
- Including an additional number of Heads of Schools within the Committee to increase their involvement in decisions
- Widening the remit of the committee to include PGR students.

In discussing the paper, members agreed that it could make sense to include PGR students within the remit of the committee, although this ran the risk of PGR receiving less focus. Although it would be useful to include Heads of School within the Committee, it was not desirable to increase the size of the Committee any further, and it could instead be useful to set up stakeholder engagement meetings with Heads of School. A joint Court-Senate committee to address broader student experience issues could be useful, and would be a good space to feed into student issues. It would be important to consider the relationship between Court and Senate on these issues.

5.2 **Final Report of Task Group on Using the Curriculum to Promote Inclusion, Equality and Diversity**

The Director of Academic Services presented the final report of the Task Group on Using the Curriculum to Promote Inclusion, Equality and Diversity.

Following advice from the previous meeting, the task group had aimed for a steer that was partway between facilitative and prescriptive. The report now included a detailed action plan and a greater number of practical examples.

The Director of Academic Services indicated that, in feedback from Colleges, CAHSS staff were generally clear on the issues under discussion by the Task Group, but other Colleges were less clear. Without expectations being clearly articulated, it was difficult

to take a more prescriptive approach and build requirements around curriculum approval that specifically made reference to inclusion, equality and diversity. It was also important to find ways to have ongoing, open conversations about what a diverse and inclusive curriculum means. This would look different in each College and subject area.

In discussing communication of the plan with stakeholders, members agreed that it was important to emphasise the fact that 'curriculum' did not just refer to the reading list for a course, but included the pedagogy across the course. Some areas remained unsure about how this would work in practice, and there would be value in providing more examples, setting up a network of School champions and potentially establishing an Equality, Diversity and Inclusion committee for the University to give greater visibility to the issue. It was important to consider a wider, more systematic perspective and understand the measures of success for the project.

The Committee approved the Principles, recommendations and associated implementation plan outlined in the paper.

5.3 Student Support Review

Barry Neilson, Director, Service Excellence Programme, presented an outline of the emerging project plan for a student support review, encompassing personal tutor provision, student support teams and professional services staff. The key task so far had been to identify colleagues to join the project team. Once the project team membership has been established, they will move into the phase of developing options over the summer. Final decisions and recommendations will be made by the end of December 2019, with a view to implementing these in September 2020. The project team itself will be small, and will rely heavily on engagement from the Committee and other colleagues across Colleges and Schools.

Members had mixed views about the decision to exclude PGR student support from the scope of the review. They noted that the timeframe for consultation may be challenging, given the need to engage with a broad range of people, including broad representation of the academic community. They emphasised that it will be important to have clear evaluation criteria for the success of the project, and Barry Neilson confirmed that one of the first tasks of the review team will be to identify these. Members were concerned that the review team will not be able to make recommendations about the new student record system, given the impact that this will have on student support. However, Mr Neilson clarified that the process for looking for a new student records system will not start until at least 2021, and the student support review could make recommendations for the requirements of the replacement system.

5.4 Senate Committee Planning

5.4.1 Progress to Date with 2018/19 Committee Priorities

This paper was provided for noting by the Director of Academic Services.

5.4.2 Senate Committee Planning 2019/20

The paper was presented by the Director of Academic Services. The Committee agreed with the suggestion that Senate Committee planning for 2019/2020 should focus on ongoing projects and anything that needed to occur for 'hygiene' reasons, holding off from any new major projects or changes.

5.5 Teaching and Academic Careers Project - Update

The Director of Academic Services presented an update on the Teaching and Academic Careers Project. The University Executive had now agreed there should be a combined path allowing academic staff in both teaching and research roles to progress from Grade 7 to Grade 10, without the need for a separate teaching track. This would be a flexible track that could allow staff members to move between a focus on teaching and research, but this flexibility would not be purely at the discretion of individual staff members and would depend on business needs within Schools.

At the Directors of Teaching Network there had been useful discussion about providing clear exemplars about the types of achievement that would be relevant for establishing grounds for promotion for staff in both teaching and research roles, and discussion about the need to provide staff with the capacity within their workloads to undertake academic development activities.

The Convener noted that this project highlighted the need for further institutional discussion regarding approaches to work allocation for academic staff, and that he plans to take forward a project on this as part of the Student Experience Action Plan. As part of this, he would like to explore whether there were some pieces of work that were traditionally part of the academic staff role that could be given to professional services staff instead, and whether there are opportunities to rethink how staff approach pedagogy and assessment.

5.6 Potential Curriculum Review Project – Relevant Areas of Work

The Director of Academic Services presented the paper, which summarised relevant work carried out by the Committee in relation to curriculum development over the last few years. Members noted the paper and suggested the following additions to the list:

- recent activity at School level on curriculum review, especially within Biological Sciences, Engineering, HCA, and Informatics
- work relating to the Edinburgh student experience, as part of the Student Recruitment Strategy
- articulation routes and graduate apprenticeships

5.7 Service Excellence Programme - Update

Barry Nielson, Director, Service Excellence Programme, presented an update on the Service Excellence Programme project on Student Administration and Support, presenting a proposed future model with a strong student focus. Service Excellence are recommending the implementation of student hubs to provide information to students without the need for students to understand a range of different University structures. The intention is that students will have a clear place to begin their enquiries, rather than having to move between a number of different areas, and that students will be better able to self-initiate processes such as online thesis submission. For the model to be effective, it will require clear responsibilities at University, College and School level. The proposed model will be presented to the Student Administration and Support Board at the end of April.

5.8 Student Experience Action Plan – Update

The Convenor gave a verbal update on the development of the Student Experience Action Plan. The current version was a large document that had been condensed into

a set of financial estimates which would need to be prioritised. Current estimates suggested that the plan would involve nearly 7.5 million pounds of additional spending for each of the next three years, in addition to spending that had already been allocated for this period, if everything in the plan was approved and funded.

Members questioned how priorities for the plan would be established and asked whether they could input into the prioritisation process.

Action: Academic Services to contact Gavin Douglas requesting more information about (i) how the methodology for prioritising elements of the Plan will be decided, and how the Committee could feed into this process, and (ii) how this will fit in with recommendations with resource implications coming out of projects such as the Quality Assurance Committee's thematic review on BME student experience and support services.

6 For Information and Noting

The following item was noted:

6.2 Report from Knowledge Strategy Committee (Meeting 18 January 2019)

7 Any Other Business

None.

Charlotte Matheson
Academic Services
18 March 2018

Senate Learning and Teaching Committee

22 May 2019

Summary of Feedback Received Following Electronic Consideration of the Student Experience Action Plan, April 2019

Description of paper

1. Following the March 2019 meeting of LTC, the Student Experience Action Plan was considered by the Committee electronically. This paper provides a brief summary of the general feedback received as a result of this consideration. In addition, more specific feedback on individual points of the Plan were fed back to its author by the Director Academic Services.

Action requested / recommendation

2. For information

Discussion

3. The following general feedback on the Plan was received:
 - i) Some Committee members found the scoring methodology confusing and some of the outcomes surprising. For example:
 - Some of the items given high priority appear rather granular / specific and not in any obvious way connected with the evidence that the University holds regarding students' current satisfaction (or dissatisfaction) with their experience
 - It is not clear whether the methodology would sufficiently measure and weigh the benefit to students.
 - While the Plan appears to consider the number of students who could benefit, it does not appear to consider **how much** they would benefit. As a result, it could be ranking strands of work with very inconsequential benefits for a large number higher than work that would have very significant benefits for a smaller number.
 - How has the project team judged how many students are **likely** to benefit? Has this been based on consultation with students to find out what they would want and use if available, for example?
 - To what extent do the **project costs** include the overall cost of delivery (including consequential work at School / College level etc.), rather than just the cash cost for a project team?

ii) Applicants / Prospective Students

The Plan does not appear to consider the needs of applicants / prospective students (beyond a mention of the new enquiry management service, and an improved website and communications to support student recruitment). It is important that we consider applicants – and even pre-applicants – as future students of the University. Particularly in the context of cultural change, students will form an impression of the University, our staff, and our community months or even years before they matriculate

through their early experiences of us. This does not mean having a defined applicant strand in the plan (and SEP is obviously a vehicle for addressing much of this), but there would be value in a number of the existing strands or projects considering impact on/experience of applicants and pre-applicants. For example:

- How do we begin to develop a sense of belonging and student community at an early stage (there is some good practice in this area already, but real variation in student experience).
- The development of principles for workload allocation should take account of engagement with applicants and pre-applicants, particularly through involvement in Open Days and Offer Holder Days. There is wildly variable practice in this area, which has a very real impact on staff, and consequently the student experience. This would tie in with ongoing SEP work on recruitment communications and events.

Resource implications

3) This paper is for information only.

Risk management

4) This paper is for information only

Equality & diversity

5) This paper is for information only.

Communication, implementation and evaluation of the impact of any action agreed

6) This paper is for information only.

Author

Philippa Ward
14 May 2019

Freedom of Information

This paper is open.

Learning and Teaching Committee

24th May 2019

Careers and Employability Update

Description of paper

1. This paper provides a further update on activity recommended by LTC in support of careers, employability and graduate outcomes.

Action requested

2. LTC are asked to comment on the findings from the review of curricular content and on the proposed priorities for 2019/20 and indicate any action from LTC or Schools to further support this work.

Background and context

3. The importance of careers and employability to key stakeholders, league table performance and institutional strategy is unchanged. Indeed, the Scottish Government has indicated a desire to intensify the outcome agreements process, which includes metrics related to graduates outcomes;

- the number and proportion of Scotland domiciled graduates entering positive destinations
- the number and proportion of Scotland domiciled full-time first degree respondents entering professional occupations.

Discussion

4. Building on an initial implementation plan developed by the Careers Service and agreed by LTC, in May 2019 an LTC Careers and Employability Task Group identified five priority areas:

- Ensuring employability is a strategic priority for the University
- Developing a more evidence-based and strategic approach in all schools, including making better use of available data
- Improving communication with both staff and students
- Embedding and highlighting employability within the curriculum
- Audit activity to provide a baseline and inform staff and curriculum development initiatives.

5. Initial progress has been made against each of these areas and was outlined in an update to LTC in January 2019. The most recent development is the completion of the light touch mapping of current practice within schools. A full draft report from this work is provided at Appendix 1, giving examples of innovation and positive practice from across all schools.

5.1 Approach: the review considered curricular provision against ten elements,¹ drawn from evidence across the higher education sector, which are likely to support employability and careers, alongside high quality learning and teaching. Each element was considered in terms of three dimensions: existence, effectiveness and spread through the degree.

Assessment was made via desk research of relevant documentation, self-report from schools and semi-structured interviews, with schools identifying the staff best placed to respond. The mapping surfaces relevant curricular activity, while recognising some elements may be more germane to certain disciplines than others. Schools were also asked about the internal and external support and buy-in they would anticipate to facilitate any change.

The mapping aids a more systematic understanding of existing provision in the curriculum – where we have greatest (and sometimes underused) opportunity to influence students' development, employability and careers. We know substantial provision takes place in the co- and extra-curricular space and as an institution we continue to value this.

The student voice is critical when considering our provision. There was insufficient response from student representatives to draw firm conclusions at this stage and further work in this area should be considered. Some insights about students' experiences were available through data from the National Student Survey (NSS), which also informed the original L&TC task group recommendations.

5.3 Findings: High level findings from the analysis include:

- there is provision across all ten design elements and good alignment between findings from self-reviews and desk research
- while vocational programmes performed strongly no single element was confined to vocational disciplines
- three elements do consistently well - *real-world/applied learning*, *active teaching methods* and *skills and attributes*
- however, there is a disparity between planned provision of 'real-world/applied learning' as captured in the review and the perceived student experiences as seen in the National Student Survey (NSS)². Contributing to this is the lack of consistent, clear and explicit communication to students of the value and reasons for much of our provision: alongside enhancing our provision, making clear its value and rationale would have wide benefits.
- While a number of schools provide opportunities for engaging with *work experience* and *employers and alumni*, provision tends to be clustered within particular schools and/or programmes

¹ work experience; employer and alumni engagement; real-world/applied learning; active teaching methods; skills and attributes; career management skills and insights; enterprise education; explicit recognition and valuing; reflection; personal tutor support

² UoE average agreement that this is available of 71%, compared with 79% for Russell Group and 84% fro UK upper quartiles

- similarly, *career management skills and insights* have become part of some curricula, but for many schools this is either clustered provision or of limited effectiveness
- two elements have very little indication of their presence in the curriculum: *reflection* and *enterprise education*
- a collective desire to improve support for student development, employability and careers was noted, however this was coupled with reported change fatigue and a lack of capacity to engage
- concern was expressed with students' willingness to engage, even with existing provision – particularly the case for *career management skills and insights* in earlier years.
- buy-in was generally assessed as moderate or better, with greater senior buy-in than from teaching staff.

The University has diverse curricular activity that touches on all ten elements. There are clear areas of strength - as well as areas where further development is warranted. We have little room for complacency but also many examples to draw from. The review provides a baseline for future activity, will facilitate sharing of practice, and can inform curriculum and staff development both locally and centrally.

Comments from L&TC members are welcomed before a final version is circulated to Schools, along with more detailed School level insights.

6. The special calls on employability within PTAS have resulted in projects which will directly benefit participating schools, and provide learning that is applicable beyond the individual discipline. Projects are active in: the Business School, Deanery of Clinical Sciences, School of History, Classics and Archaeology, School of Geosciences, School of Social and Political Science and School of Veterinary Sciences.

7. Boards of Studies occupy a unique position to support this agenda. Recent input to the Boards of Studies was well received, with discussion centred on ways to 'extract' employability from existing curricula, enabling students to make more overt connections between academic learning and career and personal development. A PTAS project underway in HCA is exploring more systematic inclusion of employability within Board of Studies processes for new courses and revisions to existing courses, while making the employability features of all courses more visible to current and prospective students.

8. Quantifying the impact of recent activity is difficult. We will review the next set of results from the key questions within NSS when available. The replacement of the Destination of Leavers of Higher Education Survey (taken 6 months after graduation) with the Graduate Outcomes Survey (15 months after graduation) presents a particular challenge. The first set of data will not be released until early 2020. We will not have an institutional baseline to assess from, however it will be possible to gauge our relative performance within the sector. At present there is some concern about the quality and robustness of the data emerging from this centralised survey, with response rates much lower than desired.

9. Changes within the internal landscape, particularly the appointment of a VP Students and the development of a Student Experience Action Plan, offer opportunities to both mainstream and accelerate support for careers and employability in a variety of ways.

- Directly through specific projects, e.g. to support for WP student mentoring
- Indirectly through related projects, particularly curriculum review, and the review of student support and the PT system. And also through related opportunities, such as work allocation modelling (in recent consultations academics' time to engage with this agenda has been raised as a barrier).

'Student Skills and Employability' is a proposed theme for the 2020 ELIR process. This reinforces the significance of this area of work, while providing opportunity for continued action, critical reflection and external perspectives. In considering this we will need to be mindful of the needs of students at *all* levels.

10. Priorities proposed for 2019/20 are:

- Engage with VP Students to align the desire for continued and concerted action in support of careers and employability with curriculum review and the wider student experience
- Respond at central and at school level to findings from the audit activity sharing existing practice and supporting development
- Review the role and effectiveness of the current graduate attributes framework ahead of possible curriculum reform
- Work with the review of Personal Tutor and Student Support to ensure the full potential for these roles within the wider careers and employability ecosystem is understood and suitably exploited
- Ensure timely access to intelligence from the Graduate Outcomes Survey
- Work with Assistant Principal Academic Standards and Quality Assurance on preparation for ELIR

Resource implications

11. There are no immediate resource implications from this paper.

Recommendations from the reviews referenced may require resource allocated to them, and this would need further consideration.

Risk Management

12. Failure to make progress in this area presents risks to our competitiveness and student satisfaction.

Equality & Diversity

13. Ensuring support for careers and employability is embedded in the core student experience will support equality of access.

Further information

14. Shelagh Green, Director for Careers & Employability,
May 2019

LTC: 22.05.19
H/02/25/02

LTC 18/19 5 C

11. Freedom of Information - *Open paper*

Curriculum mapping: student development, employability and careers

University-level report

2018/19

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Project overview

This report provides results from the light-touch curriculum mapping of the University of Edinburgh's undergraduate curriculum, looking at student development, employability and careers. The mapping was recommended by the Senatus Learning and Teaching Committee to inform staff support and development, provide a baseline for future activity, and inform potential curriculum development. Findings are compiled at the University-, college-, and school-levels.

Approach: Together with supplementary data, the mapping examines curricular provision against ten elements (see Appendix A: Elements – descriptions and relevance) drawn from research and practice across the higher education sector (see Appendix B: Elements – background). These elements are not exclusive to student development, employability, or careers – done well, they support high quality learning and teaching. The methodology section expands on the approach used.

The elements are not prescriptive: Provision across the University is diverse and the elements attempt to help surface relevant curricular activity. As a result, some elements will be more pertinent to certain disciplines than others. Each school will have an intimate understanding of their own curriculum and associated enhancement priorities – this mapping will assist considerations of how curricular activity can support students' development, employability and careers, either as a direct aim or as intentional by-product.

The mapping is only part of the picture: The elements and this mapping cannot surface all relevant practice within the curriculum. Equally, while the focus of this mapping is the formal curriculum, substantial provision happens in the co- and extra-curricular space and as an institution we must continue to engage and develop our students outside the credit-bearing curriculum.

A starting point and next steps: While not prescriptive or exhaustive, the mapping aims to give a more systematic understanding of our provision in the curriculum – a place where we as an institution have a great and sometimes underused opportunity to influence students' development, employability and careers.

Summary findings are given below, followed more granular information on methodology and provision for each of the elements, and supplementary data on the student experience. This should provide a baseline for future activity, facilitate sharing of practice, inform curriculum development locally and centrally, and inform and influence staff support and development.

- **Academic, professional services and senior management** are encouraged to use this mapping as a stimulus for discussions and development, reflecting on the practice and nature of the discipline(s) in their area of responsibility. For all elements, how could each be best understood in a way that is meaningful and appropriate for the discipline? For relevant elements, how can the spread and effectiveness of provision be increased, aligned with other priorities? Recognising the varying context of each discipline, to what extent are our graduates' destinations because of or despite our provision?
- **The Careers Service and Employability Consultancy** provide support to colleagues in embedding student development, employability, and careers into the curriculum. Following on from the curriculum mapping, they are creating a toolkit to share good practice and to support colleagues in considering how the different elements can be tailored and embedded in ways appropriate to the local context.

Summary findings

The information below provides an overview of provision aligned with the ten elements, along with relevant student experience and graduate destinations data. Following a description of the methodology used for the curriculum mapping, the ten elements and other data are then expanded in greater detail in the subsequent sections.

Curriculum design elements

All ten elements are rated in terms of three dimensions: existence, effectiveness and spread throughout the degree. These have been transformed into a single rating, which favours provision that is substantial, effective, and provided throughout the curriculum.

The University has curricular provision across all ten design elements and there is typically substantial alignment between findings from self-reviews and the desk research. For each element, provision is seen in all three colleges, with the activity in CMVM generally standing out positively. This might be expected due to the vocational nature of programmes in the College. However, it is interesting and important to note that no element is restricted to vocational disciplines – examples can and do come from both vocational and non-vocational settings.

While there is strong alignment between the desk research and schools' self-reviews, some differences are inevitable; online information does not always reflect the nuance of provision that schools are aware of but can sometimes help surface the scale and scope of provision. Where there are substantial gaps, working on reducing these and making the value of the school's provision explicit can support students in their choices of courses and degrees, allowing them greater agency in their learning and development experiences.

Three elements do consistently well in the curriculum mapping: **'real-world/applied learning'**, **'active teaching methods'** and **'skills and attributes'**. This is encouraging and possibly expected as they align well with core learning and teaching practice in higher education. While there is scope for deepening our practice in these elements, in particular **'skills and attributes'** (see below), the most substantive gains appear to be in enriching other elements where possible, and in drawing out and capitalising on the existing strengths from our fundamental learning and teaching provision.

There is a substantial disparity between the planned provision of **'real-world/applied learning'** as captured in the self-reviews and desk research of the curriculum mapping, and the perceived experiences of students as seen in the National Student Survey (NSS). The mapping finds rich examples of using case studies and other ways of contextualising learning into the world outside of the University. Moreover, a series of schools allow students either placements or highly applied research assignments ensuring that theory transforms into practice. All three colleges rate highly on this design element, but both CSE and CMVM boost the University average due to a higher number of placements. In contrast, data from the NSS suggests that students see provision in this area less strongly. The NSS asks about opportunities to apply learning¹ and almost a third of respondents **either did not agree or explicitly disagreed** that they had been given these. This picture is added to when looking at the percentage of respondents who agreed they had been given opportunities to apply their learning and comparing University figures with external benchmarks:

- University average = 71.4% agree (CAHSS = 69.3%, CMVM = 82.7%, CSCE = 69.3%)
- External benchmarks: UUK upper quartile = 84.3%, Russell Group upper quartile = 78.8%

¹ NSS core question: 'My course has provided me with opportunities to apply what I have learnt'

While the disparity between the planned provision of schools/programmes and the perceived experiences of students could in part be due to students looking beyond their curricular experiences when answering the NSS, this is unlikely to account for it all. One significant factor is likely to be that we do not consistently, clearly and explicitly communicate to students the value and reasons for much of our provision – seen more generally in the element on **‘explicit recognition and valuing of employability across the curriculum’**. Alongside enhancing our provision, making clear its value and rationale would have wide benefits, well beyond student development, employability and careers.

It is positive to see a number of schools providing opportunities for engaging with **‘work experience’** and **‘employers and alumni’** as a part of students’ time at university, but provision tends to be clustered within particular schools and/or particular degree programmes.

‘Skills and attributes’ appears to rate well within the curriculum mapping, suggesting common recognition of their relevance within degree programme. Through the self-reviews and desk research, there is limited evidence however of degree programmes taking a purposefully coherent and cumulative approach to developing a broad range of attributes across the curriculum – the positives in reality often come from a relatively small number of attributes or skills that are developed in this manner, e.g. problem solving, analysis or critical thinking. Moreover, a range of skills and attributes, such as teamwork and presentation skills, often have little or no associated support within the curriculum but an expectation for students to develop effective strategies themselves or through co-/extra-curricular activities. This is also echoed in assessments; for instance, often only the subject-specific outcome and not the process of teamwork is marked. This potentially allows students to do well in assignments designed to develop their teamwork skills, without them actually having to be effective at working in groups.

Similarly **‘explicit recognition and valuing of employability across the curriculum’** and **‘career management skills and insights’** have become part of some curricula, but for many schools this is either relatively limited, clustered provision or of limited effectiveness.

Two elements have very little indication of their presence in the curriculum: **‘reflection’** and **‘enterprise education’**. Both of these are almost entirely absent from the typical student’s experience, and are only seen as a meaningful part of provision in a few schools.

Through meetings and the self-reviews, the idea of implementing a portfolio that students keep throughout their time at university was surfaced in a few schools. This is already implemented widely in CMVM, where students will reflect on progression, update CVs, and are able to link course content and other experiences to their professional careers. Implementation and development of such portfolios would allow students to reflect, have a more explicit understanding of their developed skills and attributes, as well as preparing students to more easily communicate the relevance of their courses and experiences to prospective employers and further study providers.

Generally, there appears to be a collective desire to improve in the areas of student development, employability and careers, aligning well with the University’s focus on student satisfaction and the potential that many of these elements have to positively influence the student experience. However, despite the desire to improve in these areas, a significant theme in discussions with schools was change fatigue and a lack of current capacity to engage in further enhancement work. Moreover, conversations surfaced lack of resources to set up and maintain initiatives around work experience, and frustrations with students’ willingness to engage with existing provision. This latter point is particularly the case for **‘career management skills and insights’** where many schools particularly struggle to engage students in the earlier years.

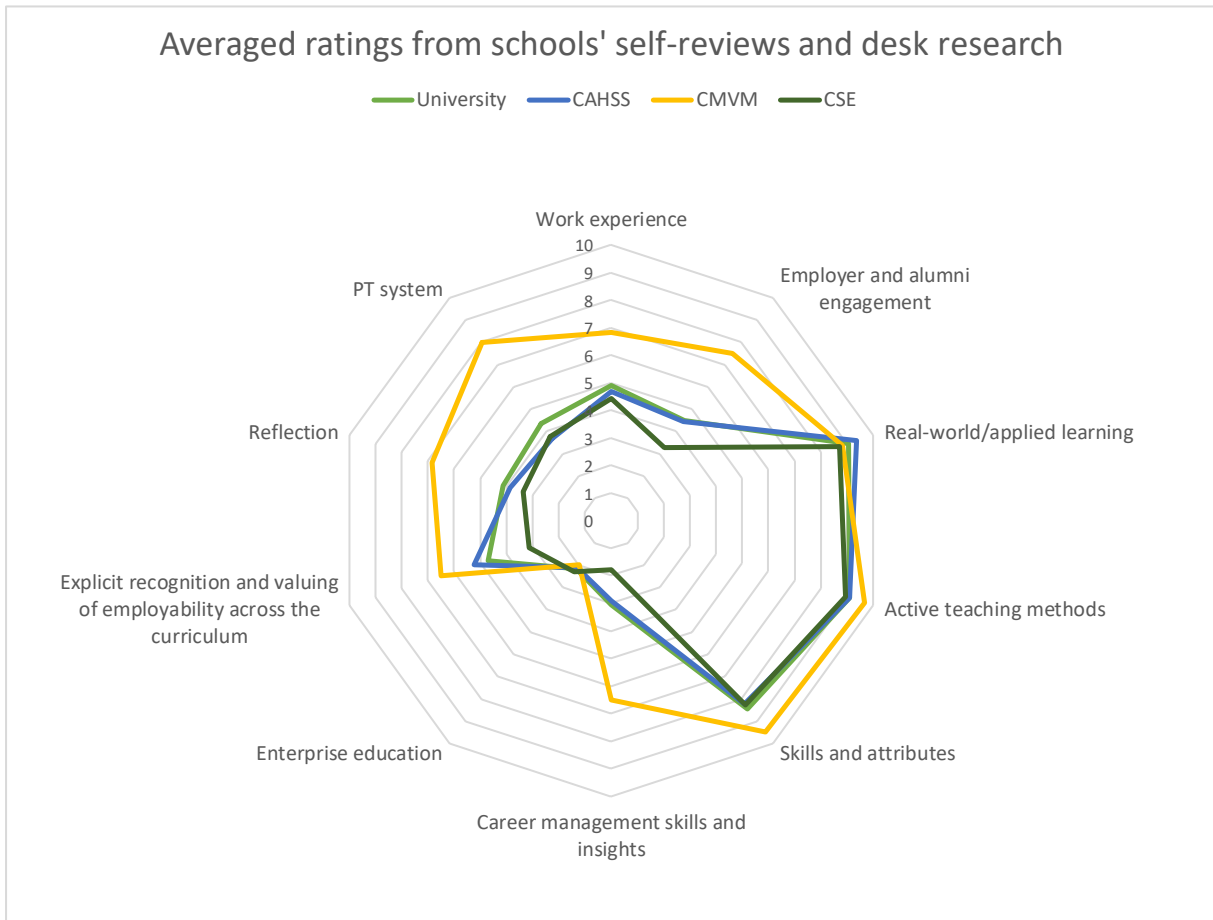
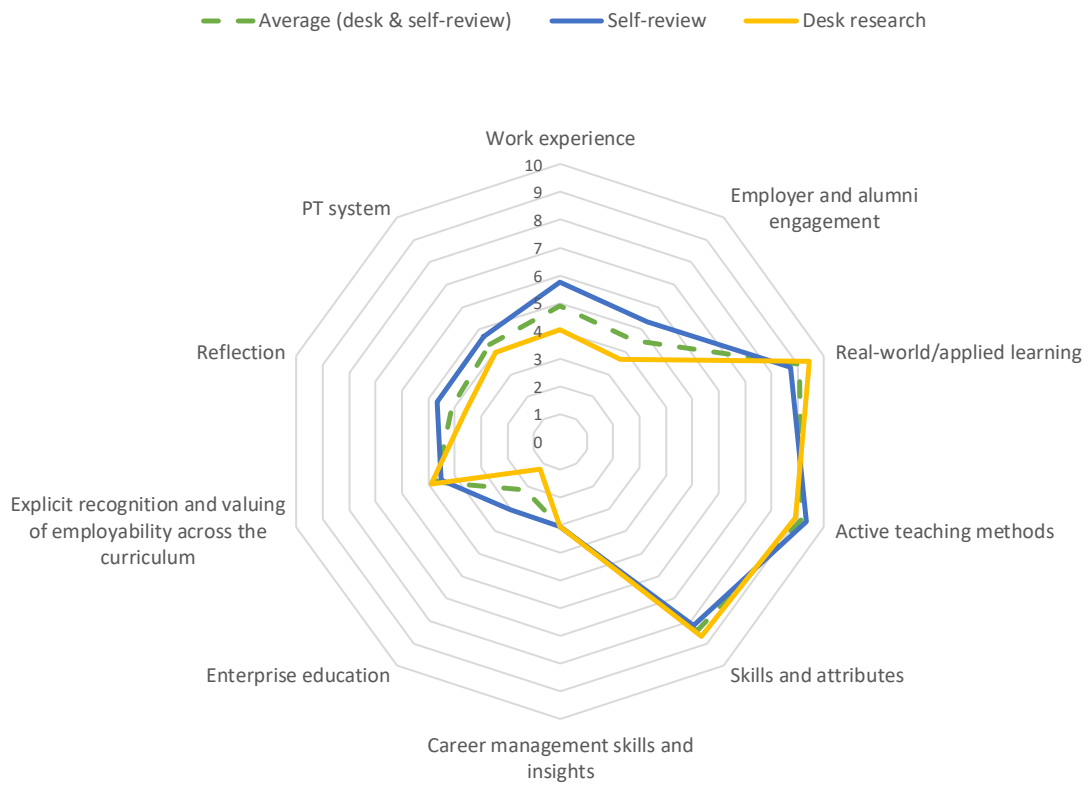
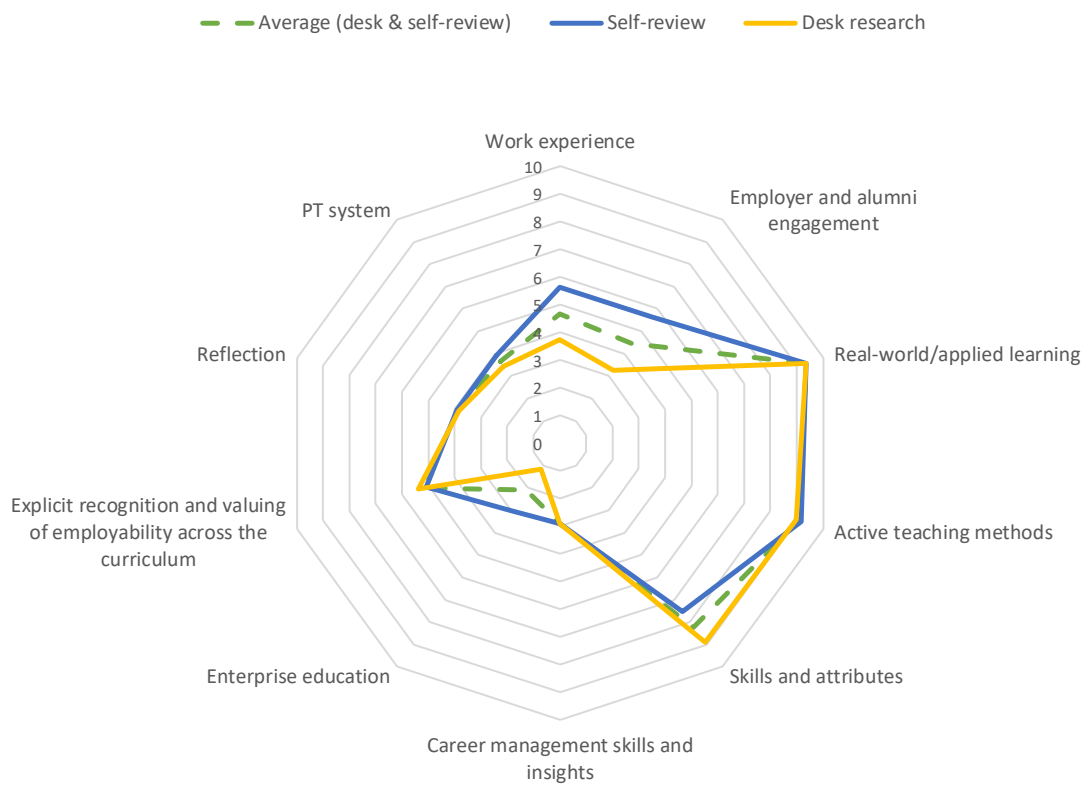


Figure 1 Ratings on all ten elements, representing averages from the desk research and schools' self-reviews.

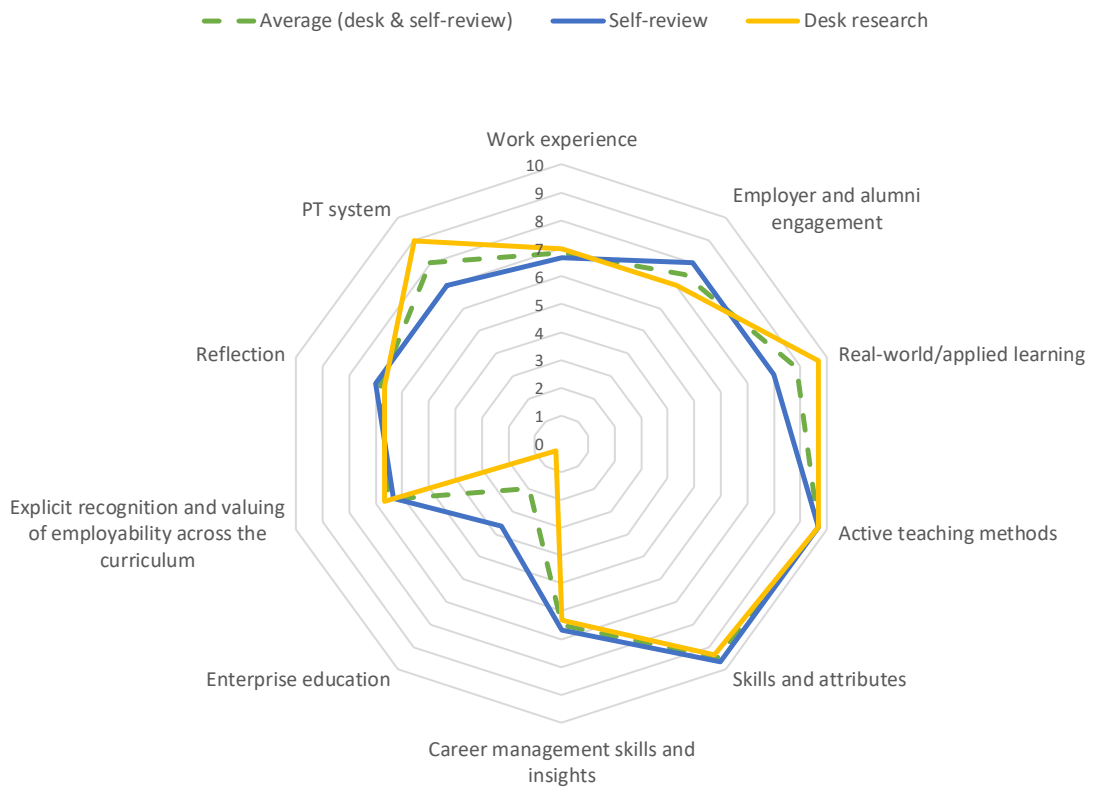
University-level ratings, by source



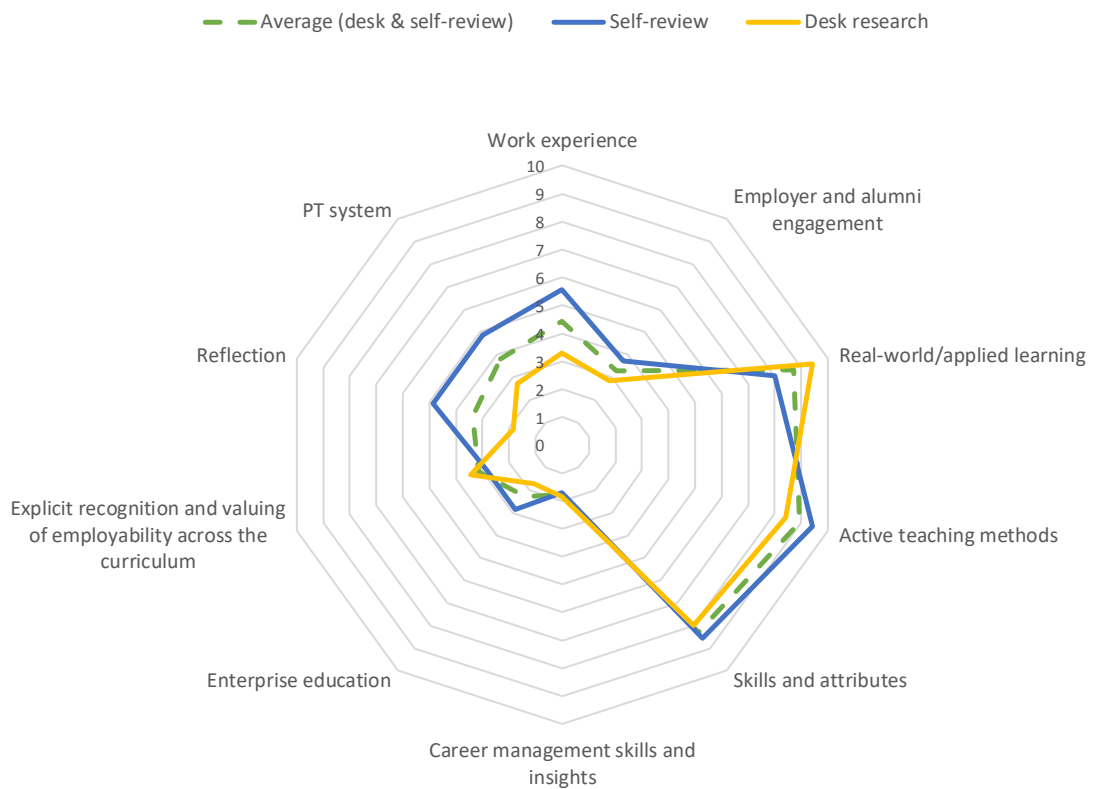
CAHSS ratings, by source



CMVM ratings, by source



CSE ratings, by source



Student perceptions

The student voice and experience are critical aspects of considering our provision. Unfortunately there was insufficient response from student representatives at this stage to warrant inclusion of these responses in the reports. However, insights about students' experiences are available through data from the National Student Survey (NSS).

In the NSS, 'My course has provided me with opportunities to apply what I have learnt' has a direct link to '**Real-world/applied learning**' in the curriculum mapping. In contrast to the curriculum mapping where this element is one of the strongest-performing, the NSS data suggests that students see provision in this area less strongly – almost a third did not select either 'Definitely Agree' or 'Mostly Agree'.

While the '*Employability and Skills*' questions in the NSS relate to students' overall experience, they have an indirect link to '**Explicit recognition and valuing of employability across the curriculum**' in the curriculum mapping. The NSS data broadly aligns with the findings elsewhere in the curriculum mapping that suggest this element does not feature as strongly as it could in the provision. While there is some variation across colleges and sub-questions, it is potentially concerning to see that only 70% of final-year NSS respondents selected 'Mostly agree' or 'Definitely agree' for the 'Employability and Skills' NSS questions overall, particularly given that over 70% of the UK-domiciled student population enter employment as a first step after their undergraduate degree.

Across these questions, at an institutional level the University underperforms against external benchmarks.^{2,3}

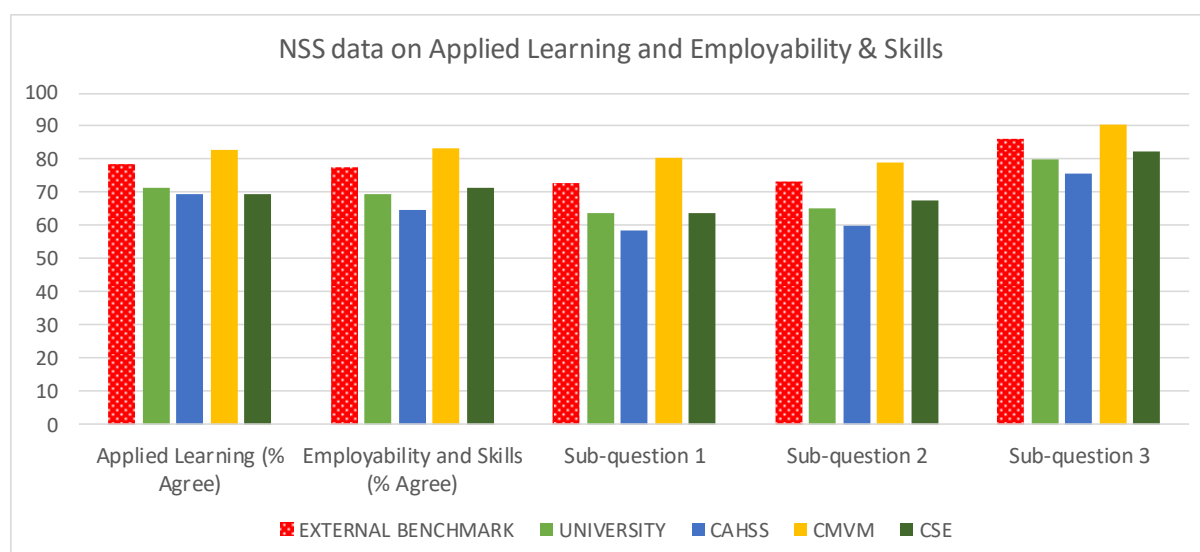


Figure 2 National Student Survey (NSS) data relevant to the theme of the mapping. Scores indicate percentage of respondents who selected 'Mostly agree' or 'Definitely agree'. The overall 'Employability and Skills' percentage is formed as an average of the three sub-questions.

Applied learning question: 'My course has provided me with opportunities to apply what I have learnt'

Employability sub-questions:

1. 'My higher education experience has helped me plan for my future career.'
2. 'My institution offered activities and resources designed to prepare me for the next step in my career'
3. 'The skills I have developed during my time in higher education will be useful for my future career'

² The external benchmark used for '**Applied Learning**' is the Russell Group upper quartile figure.

³ '**Employability and Skills**' are optional questions and therefore the benchmark used is the average from five Russell Group HEIs that used this question set – Birmingham, Bristol, Leeds, Liverpool and QUB.

Graduate destinations

Data about the University's recent relative performance in measures of graduates' destinations present concerns and was a driver for the establishment of the LTC task group from which this curriculum mapping work stems. For ease of access, Appendix C: Graduate destinations collates summary figures from existing destinations reports. These must be considered in context and, taken alongside the rest of the curriculum mapping, prompt reflections on how our curricular and co-curricular provision best supports our students' futures.

Buy-in and support

Support and buy-in make a significant difference to what can be achieved, and there are always competing priorities. Schools were therefore asked about what level of internal and external support and buy-in they would anticipate receiving for changes in provision around employability, careers and student development.

In most schools, buy-in was anticipated to be moderate or above (see below), generally with greater senior buy-in than from teaching staff – the perception was often that teaching staff can see their responsibility entirely centred on academic development and disciplinary knowledge. It varied between schools whether internal professional services staff were involved in this agenda; when they were involved, the support was strong. Perceptions of the extent of external support available and its adaptability to local contexts varied. The Careers Service was generally viewed very positively but with challenges around capacity to meet potential demand sometimes cited. Colleagues often did not make the connection between support available from IAD, curriculum reform and benefits to student development (and through this to employability).

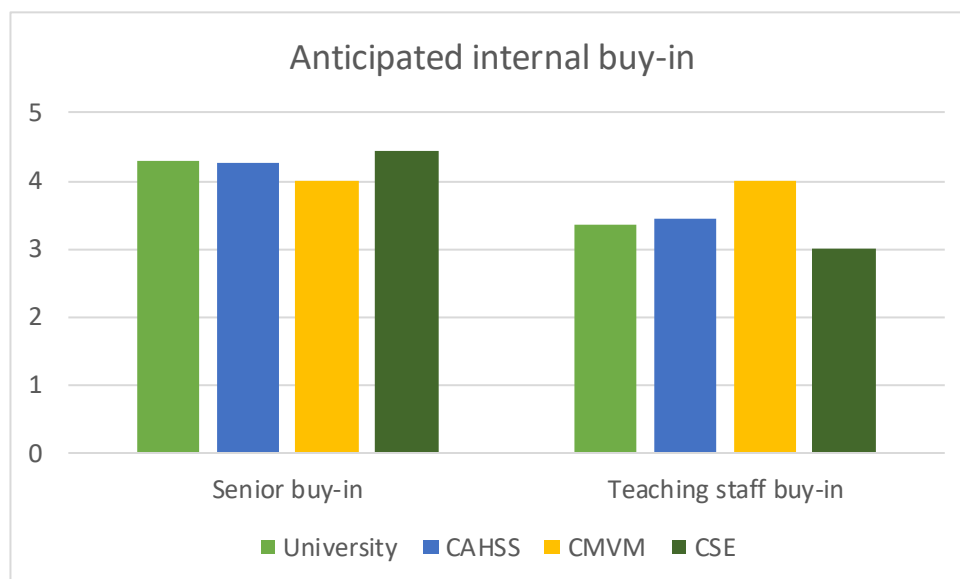


Figure 3 Anticipated buy-in reported by schools for changes in provision around employability, careers and student development, where 1 = minimal, 2 = limited, 3 = moderate, 4 = good, 5 = substantial.

1. Methodology

To create as rounded an impression as possible, multiple sources of data informed the curriculum mapping: self-review by each school, desk research, data on student experiences and graduate destinations. The most substantial information comes from schools' self-reviews and the desk research exploring the ten elements – these provide helpful impressions of current provision and serve as a basis for reflections, support and enhancement.

The desk research is based on analysis at the course level and is therefore granular, but only draws on published information. The self-review is based on schools' deeper understanding of their own curriculum, but draws on insights from a relatively small number of key staff and is therefore an indicative overview. Across all ten elements, both methods assessed provision in terms of its existence, effectiveness, and spread through the curriculum. The three dimensions have been transformed into a single rating that favours provision which is substantial, effective, and spread throughout the degree.

Schools' self-review

All schools were asked to self-review their provision through either a meeting or mapping template. Given the range of practice this was necessarily impressionistic, but for each element all schools reviewed their provision in terms of its existence, effectiveness, and spread. Directors of Undergraduate Studies or Directors of Learning and Teaching were engaged and were able to involve others as appropriate.

Desk research

The desk research used the DRPS⁴ as a proxy for curricular provision in schools. While usage of and approach to the DRPS varies, it acts as a consistent source of public information that overviews the curriculum. Using course enrolment data, 1155 courses were selected so that for each school and for year of study, at least 80% of the student cohort was covered. Each course was then assessed against the curriculum design elements using information such as course description and teaching style, assessment types, contact hours, learning outcomes, graduate attributes, and existence of workshops/tutorials.

The curriculum mapping covers the formal provision students are expected to engage with, either through the curriculum or through the Personal Tutor system. While Student Support Teams contribute substantially to schools' provision, generally students' engagement with this is optional; therefore the core PT relationship is the focus of the '**Personal Tutor system**' element in the curriculum mapping. Schools' online information about their Personal Tutor provision, including details of group sessions and discussion prompts, was used as a proxy for the local Personal Tutor system in the desk research.

Student perceptions and graduate destinations

The student voice and experience are critical aspects of considering our provision. Unfortunately **there was insufficient response from student representatives at this stage to warrant inclusion – this could be a useful area of future exploration, either locally or centrally.** However, insights about students' experiences and graduate destinations are available through data from the National Student Survey (NSS) and the Destinations of Leavers from Higher Education survey (DLHE). These are included as relevant context.

⁴ Degree Regulations & Programmes of Study, <http://www.drps.ed.ac.uk/>

2. Curriculum mapping data

This section breaks down the curriculum mapping findings with overviews for each of the 10 elements covering a description of the element, explanation of its relevance, and a summary of the main findings. Bar charts are provided for each element that show ratings for the provision, broken down by source of rating and by college/school – empty bars indicate where a school has no current curricular provision for that element. Background to how the 10 elements were selected is available in Appendix B: Elements – background.

Work experience

Description:

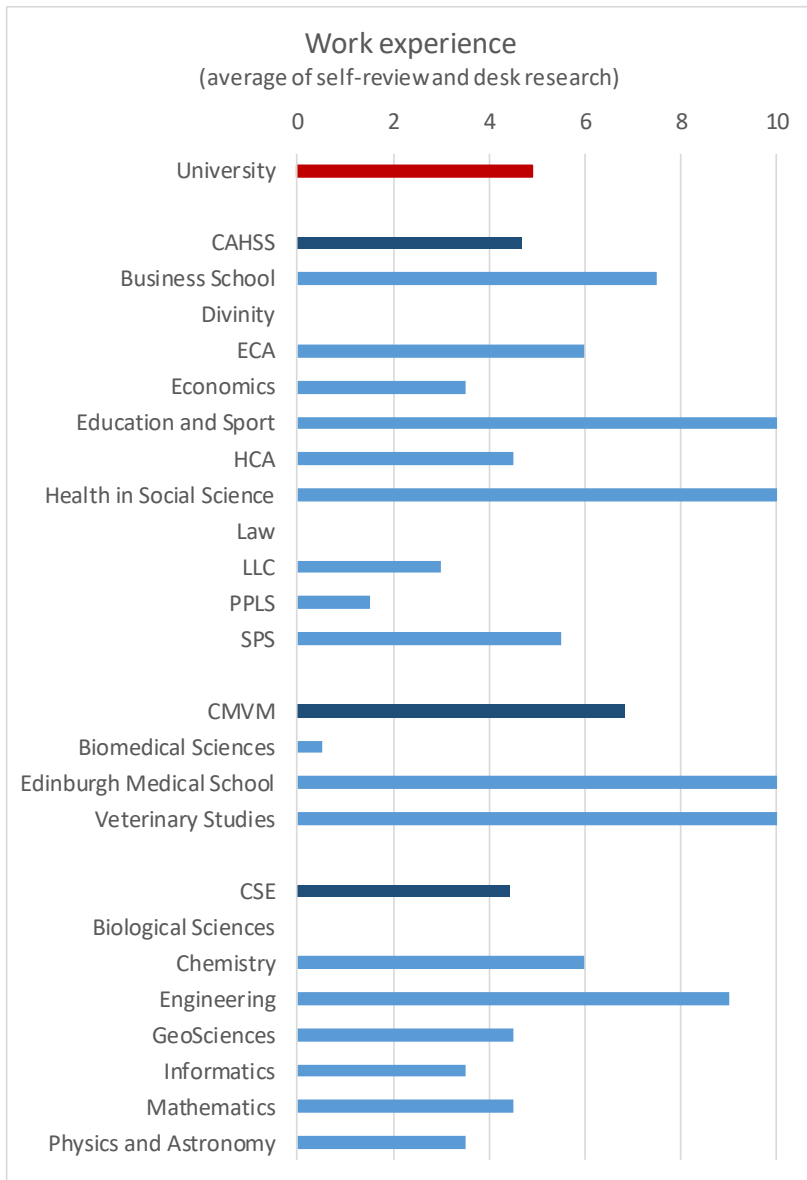
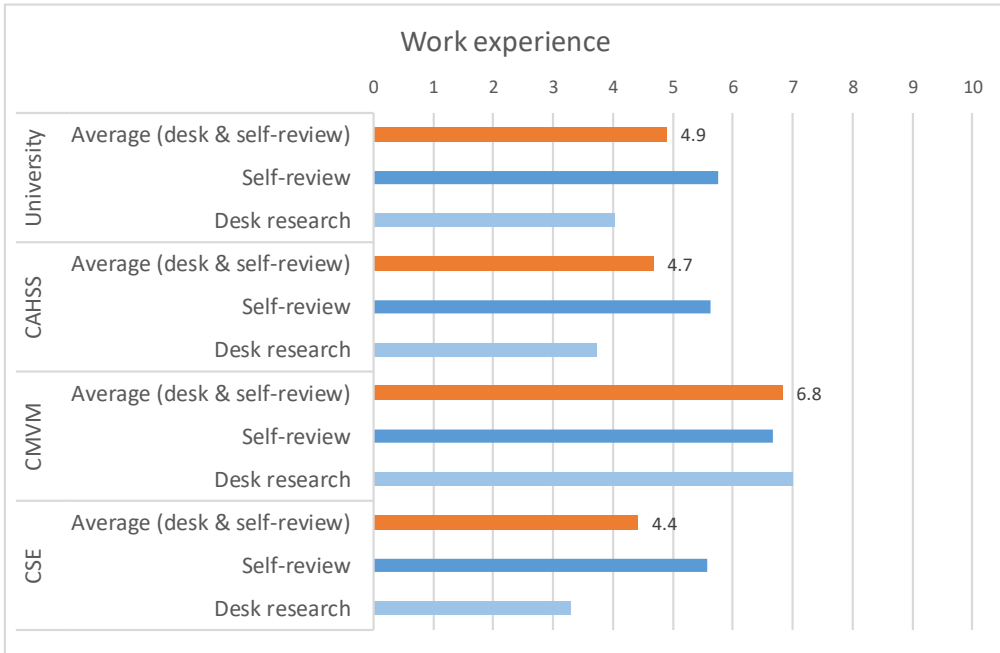
Opportunities for, and active encouragement of, **work experience** – developing students' expertise and attributes, and where possible building links with the rest of the curriculum. This could be in many different forms, for example: blocks of work-related experience; a short two-week work experience; a year-long industry placement; a volunteering experience; individual or group project work for an employer.

Relevance:

Work experience allows students to gain insights into the world of work, provides a chance to hone a range of skills, can be an opportunity to apply disciplinary methods to live problems, and allows students to create or expand their professional network.

Summary:

- Provision tends to be clustered around individual schools with very strong provision increasing the averages for the colleges and the University.
 - In CHASS, opportunities are often vocational placements, teaching in local primary and secondary schools or live projects.
 - In CMVM, students go on vocational placements.
 - In CSE, there are a number of year-long placements with industry.
- Examples of practice include:
 - **ECA:** Degrees will often have a work-based placement in year 3. In Graphic Design, the Design Agency project bring students of different years together to create a functioning design agency with real client tasks.
 - **Engineering:** MEng placements/industrial projects involve 6 months working in industry. Additionally, company-sponsored final-year projects are available across disciplines, and in a number of disciplines company-sponsored design projects are also part of the later years.
 - **GeoSciences and PPLS (Psychology):** Students can take a co-delivered outreach and community engagement course working with external organisations on real-world challenges in their fields.
 - **HiSS:** In Health, Science and Society, 'Nature, Greenspace and Health' is an optional Honours course that engages students as a 'consultancy' solving a real-world problem brought to the class by a community group.
 - **LLC:** Second year language students can choose an elective where they teach languages in local schools.
- Two charts follow that show ratings for provision of this element, broken down by source of rating and by college/school.



Employer and alumni engagement

Description:

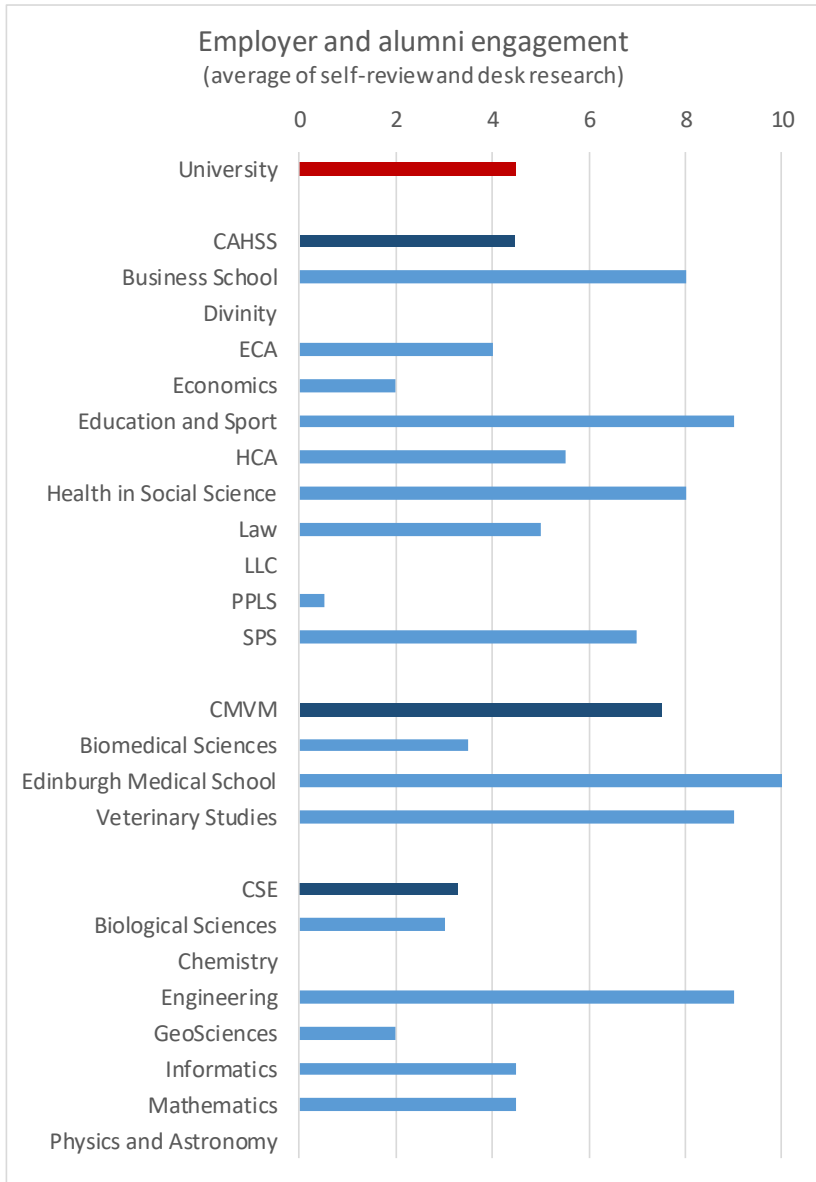
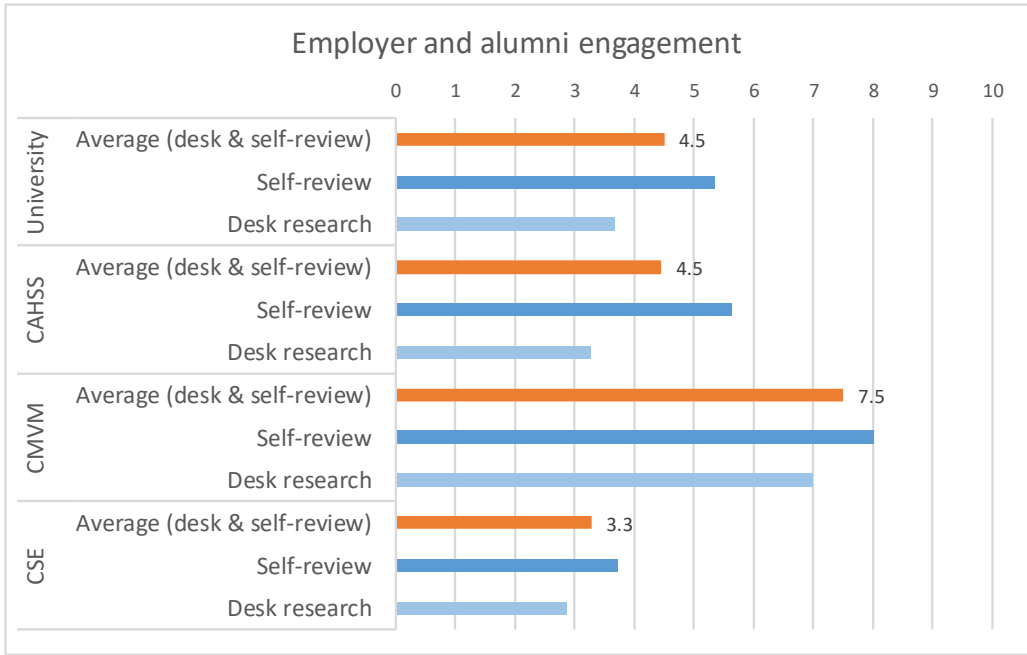
Diverse and regular involvement with **employers** and **alumni** – not solely as guest speakers or providers of placements but also to help inform the curriculum, get involved with student assessment, provide case studies and project ideas, to act as mentors etc.

Relevance:

Allowing employers and alumni to inform the curriculum can provide insights into what knowledge and skills students may be expected to display once leaving university. Moreover, employers and alumni can provide valuable insights into career options and can enhance students' professional networks, while highlighting or sharing current problems/challenges/trends across the sector.

Summary:

- There is considerable variability in the provision across the University with some schools having none at all and others having substantial and effective provision. CMVM has the most substantial provision in this area followed by CHASS and then CSE.
- Examples of practice include:
 - **Business School:** Employers acts as mentors on projects, as industry panels and will support and take part in assessments.
 - **Economics:** The School offers a number of corporate-sponsored dissertations as a way of benefitting both external organisations and students.
 - **Education and Sport:** Sport and Recreation Management pay alumni working in the field to be tutors in course tutorials. This allows students to see and engage with real-world problems that the tutors have encountered in their professional lives.
 - **Engineering:** All four sub-disciplines have Industrial Liaison Boards that feed in to curriculum changes and evolution. Employers and alumni are guest lecturers within courses and work with students in design projects (in several compulsory courses, across multiples years and programmes). Design projects in Honours years have strong support from employers: briefs set by industry, involved in critique and feedback during projects, involved in assessment.
 - **HCA:** The School has developed a Careers Board and is in the process of inviting externals to join. Moreover, HCA runs a mentoring project for Year 2-4 UG students, pairing current students with alumni.
 - **Informatics:** The School has a formal Industrial Advisory Board, which takes a synoptic view of the curriculum, making suggestions and informing curriculum change across year groups. There is one teaching-focused and one research-focused meeting per annum. The Board is as diverse as possible with 20-30 companies involved.
- Two charts follow that show ratings for provision of this element, broken down by source of rating and by college/school.



Real-world/applied learning

Description:

Subject teaching that is rich in **real-world** examples, research projects and opportunities to see how the subject and its methods are **applied** in different external contexts.

Relevance:

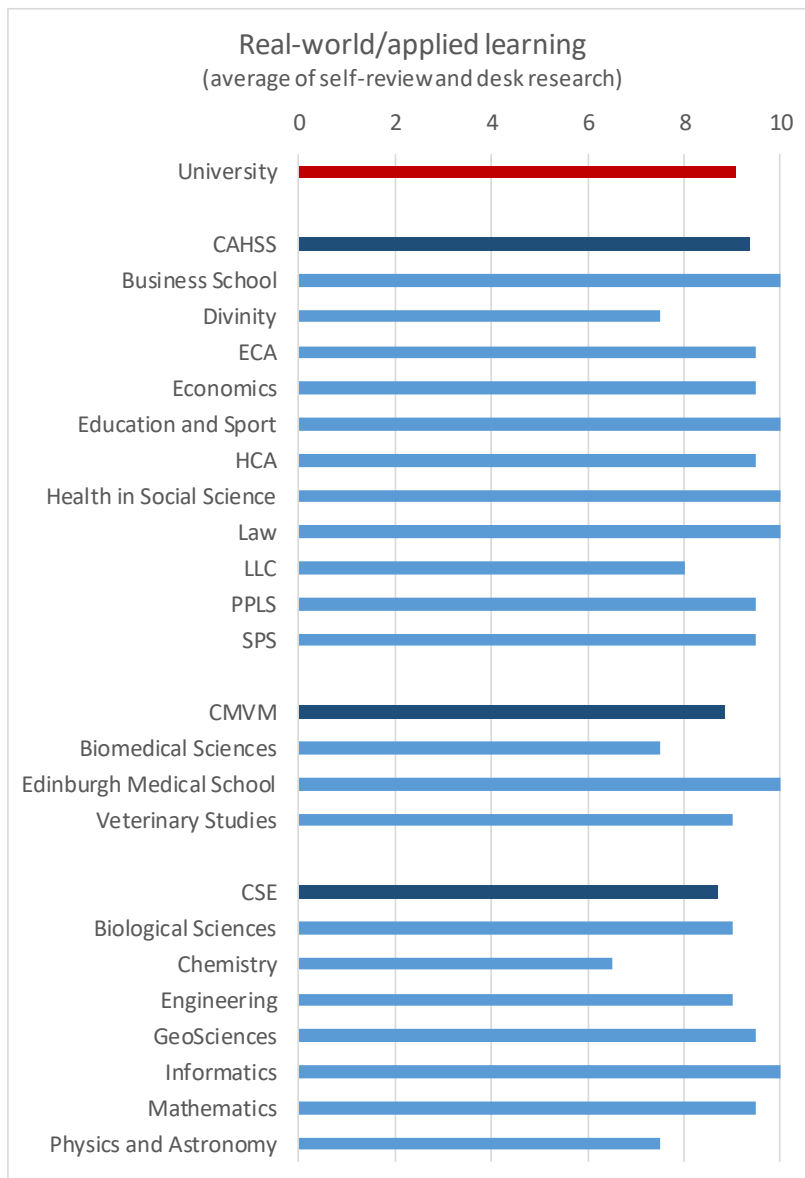
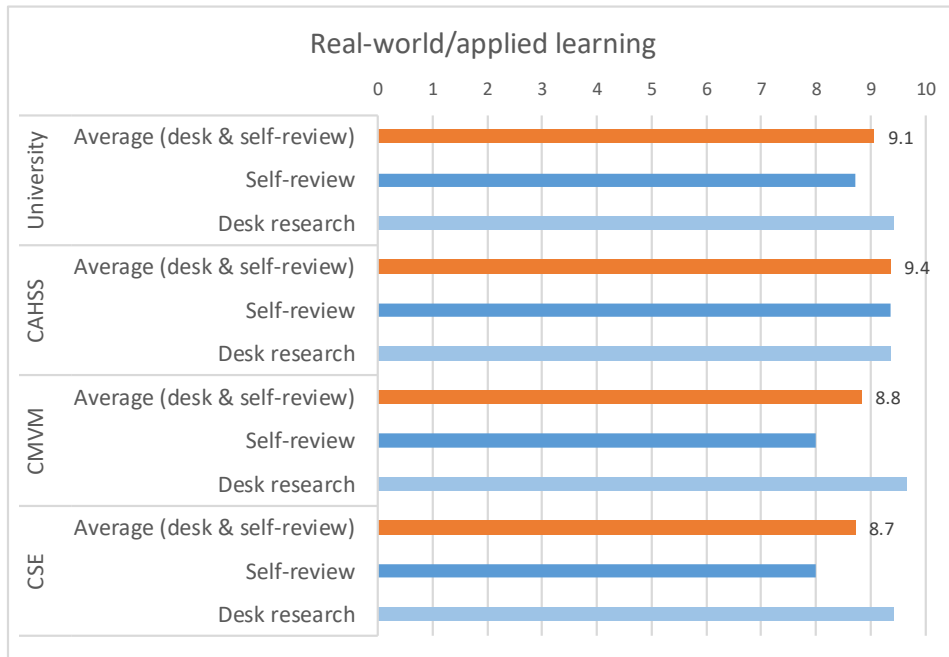
Opportunities for students to apply their learning and see the subject's methods used in realistic contexts can help illustrate and/or reinforce the relevance and value of the subject beyond the formal learning environment, and can build students' confidence in applying their learning.

Summary:

- Generally all three colleges have significant provision in this area. This is both positive and potentially expected given norms in higher education. Provision is rated highly if, for example, context is provided for the theory that is being taught and students are given opportunities to apply the methods learned.
 - A lot of provision in this area comes through lectures providing case studies, and students using methods in problem sets, laboratories, and tutorials.
 - In contrast, more rare are examples of experiential learning and work experience and therefore while the University does well for this element, there is scope for development. This is further emphasised when examining the NSS responses regarding students' opportunities to apply their learning (see below).
- Examples of practice include:
 - **GeoSciences:** A range of courses have a mandatory field-work element. During this students undertake projects within a short timespan using disciplinary methods to answer research questions or develop a better understanding of the area visited.
 - **Law:** Most courses use direct real-world examples and students are required to identify solutions to genuine legal problems. For instance, this can come from tutors who will present a problem they have experienced in their external practice and look for students to consider how they would approach it. Additionally, exams are problem-based, where students are presented with a messy, real-world problem and asked to provide the legal perspective.
 - **LLC:** In addition to applying their oral language skills in practical classes, language students often discuss contemporary, country-specific topics, boosting their learning about relevant cultures and politics.
 - **PPLS:** In Linguistics and English Language, a range of courses provide students with real-life datasets that they analyse to build experience and consolidate the theoretical knowledge taught in the course.
 - **SPS:** The 'Contemporary issues in...' course functions as a shell course that can be filled with a relevant current topic. This allows substantial responsiveness to need and recommendations from different sources e.g. the Students' Association and decolonisation of curriculum. The course is set by a staff member, but is then often shaped by student input. If the course proves popular, it may become mainstreamed and the shell course recycled to tackle a new topic.
- The NSS question '*My course has provided me with opportunities to apply what I have learnt*' has a direct link to this element. In contrast to the curriculum mapping where this element is one of the strongest-performing, the NSS data suggests that students see provision in this area less strongly, almost a third not selecting either 'Definitely Agree' or 'Mostly Agree'. This contrast could arise from different perceptions of the same provision, from student respondents looking at both curricular and co-curricular provision, or from reasons that are

very locally specific. The curriculum mapping looks at what is provided and the NSS looks at student perceptions of what is received. It is therefore important that this element is taken in the context of the NSS data. A breakdown of each school's NSS scores is given in the 'Student perceptions' section later in this report.

- Two charts follow that show ratings for provision of this element, broken down by source of rating and by college/school.



Active teaching methods

Description:

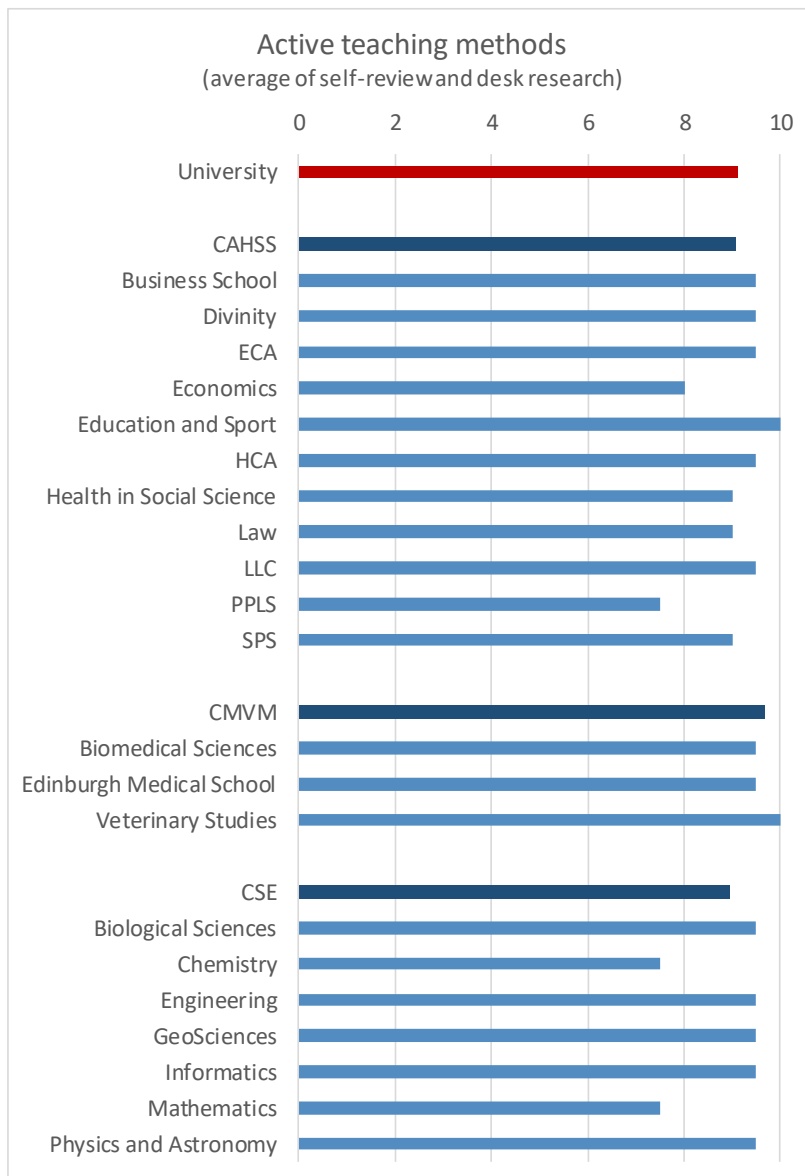
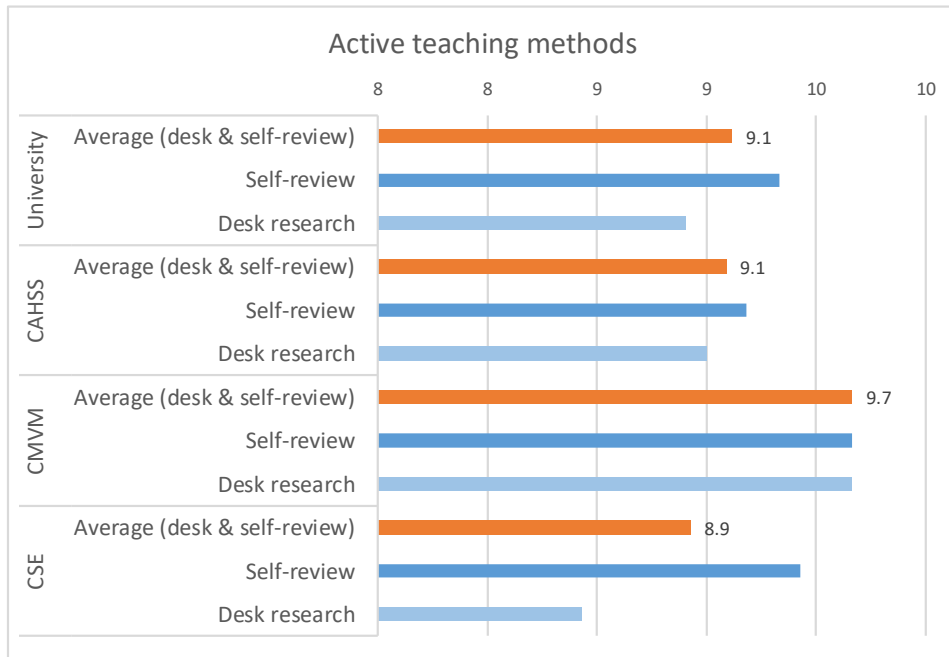
Active teaching methods – this may include problem solving; discussions/debate; team activities; real-world activities (fulfilling a project brief, consultancy); opportunities for students to create; competitions; the pitching of ideas etc.

Relevance:

Alongside supporting students' learning and development, active teaching methods can strengthen a range of non-technical skills valuable to students' personal and professional development such as communication, presentation skills, teamwork, and creativity. Active teaching methods often overlap with the 'real-world/applied learning' element as they frequently involve students engaging with and applying their learning or disciplinary methods.

Summary:

- Generally, all three colleges have significant provision in this area. This is both positive and potentially expected given norms in higher education. Provision is rated highly if, for example, students are given opportunities to discuss materials with their peers and engage with hands-on activities.
 - Across the institution, many courses use tutorials or workshop elements that engage students, often linked to material covered earlier in a typical lecture. There are a few instances of using flipped classrooms and technologies such as 'Top Hat', which can actively involve students during lectures. These are relatively rare and therefore, where resources allow, there may be scope for increasing the active learning during the 'lecture' aspects of a course.
- Examples of practice include:
 - **Chemistry:** For a range of courses, a large proportion of teaching is laboratory work that allows the theory to be learned and applied in a practical context.
 - **Divinity:** All most all Honours courses are seminar-based where student participation is expected and/or assessed. Students are expected to lead discussions and courses will often use student presentations to start discussions.
 - **Law:** All Honours-level courses are capped at 25 students and run as seminars using discussion, consultancy briefs and presentations.
 - **Physics and Astronomy:** Early-year courses use flipped classrooms, peer instruction and quizzes to ensure that students actively engage with the material.
- Two charts follow that show ratings for provision of this element, broken down by source of rating and by college/school.



Skills and attributes

Description:

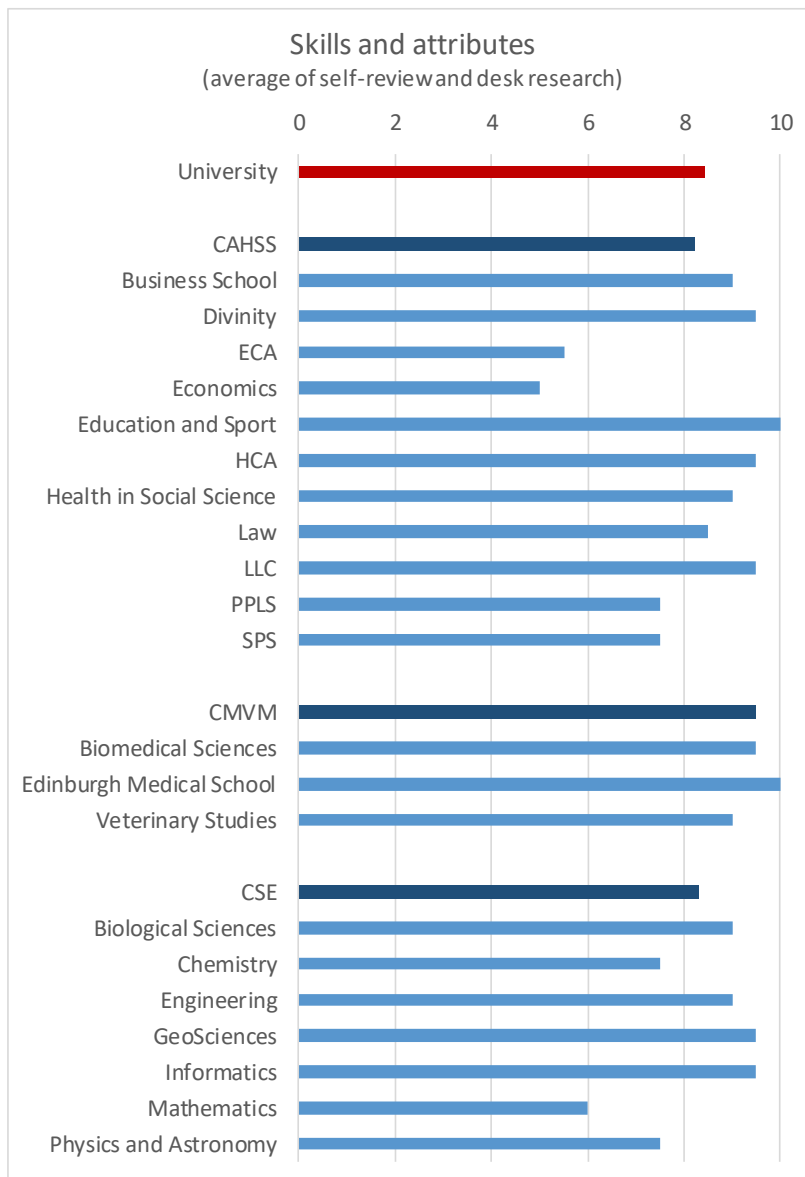
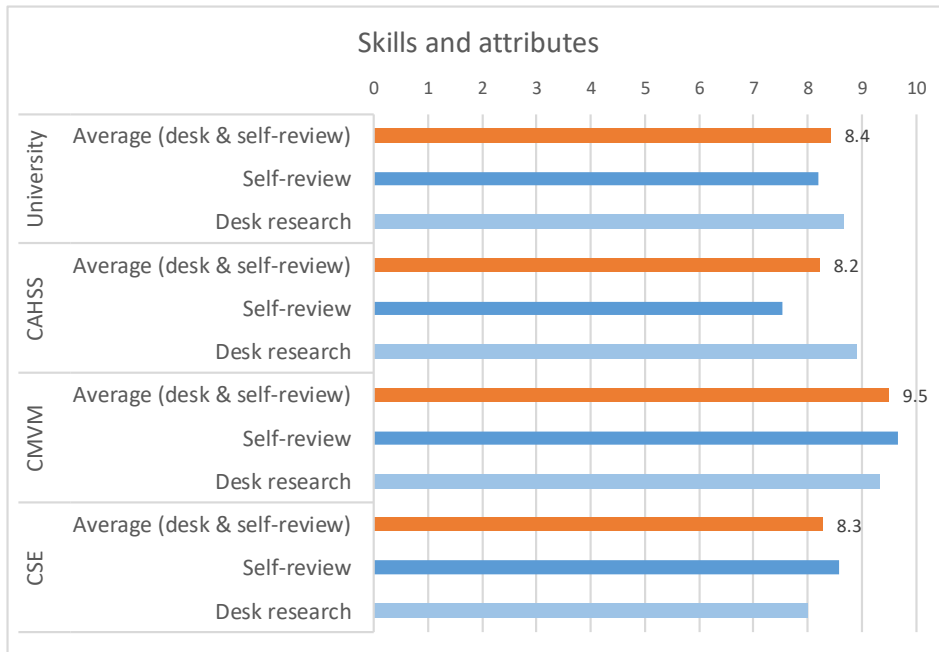
Through the choice of learning, teaching and assessment methods, provision of a curriculum that enhances students' non-technical **skills and attributes** in a coherent and developmental way.

Relevance:

Beyond the valuable knowledge and technical skills they gain from their degrees, ensuring that students have developed and are aware of a range of skills and attributes is critical to supporting their employability, but also their studies and their role within society. Designing each attribute's development to be progressive over a student's degree programme can help boost the effectiveness, strength and flexibility of these attributes.

Summary:

- Provision in this area is strong across all colleges and most schools have solid provision individually.
 - Throughout their degrees, students are expected to utilise a range of skills and attributes. This provides scope for graduates to have a range of non-technical skills when leaving the institution. One thing which was surfaced in conversations with schools was that often students are not aware of the skills they develop (linked closely to the element 'explicit recognition and valuing of employability'). Moreover, while a skill is often used in many courses it is rare to see a fully coherent and developmental plan for its growth across a degree programme. So, while students are gaining numerous skills from their time at the University, further work can be done to ensure that a valuable set of attributes are developed coherently across curricula and that students are aware of these.
- Examples of practice include:
 - **Biological Sciences:** All courses from Year 1 to Honours develop graduate attributes and make this clear in all course descriptions. The School is also currently redeveloping its approach and are looking to trial a mandatory portfolio, which will link learning activities in the curriculum to attributes relevant for their graduates.
 - **Business School:** A recent PTAS project has allowed the School to develop a skills matrix and assess their curriculum against it. Through this, the School can work to ensure students recognise and engage with a range of skills in their degree in a developmental and coherent way.
 - **Mathematics:** Four 20-credit core courses in Year 3 are structured to have 5 credits based on an attached skill, e.g. presentations. Additionally, problem solving is inherent to the discipline and is actively developed in workshops.
 - **Physics and Astronomy:** Problem solving is key to the discipline and students are trained in this skill from day one, with many courses testing students via unseen and novel problems.
 - **PPLS:** The Psychology degree programme has recently been redesigned using a graduate attributes framework to ensure that throughout all years of the programme and across individual years, the degree develops students' skills and attributes relevant to 'doing' rather than 'knowing' Psychology.
- Two charts follow that show ratings for provision of this element, broken down by source of rating and by college/school.



Career management skills and insights

Description:

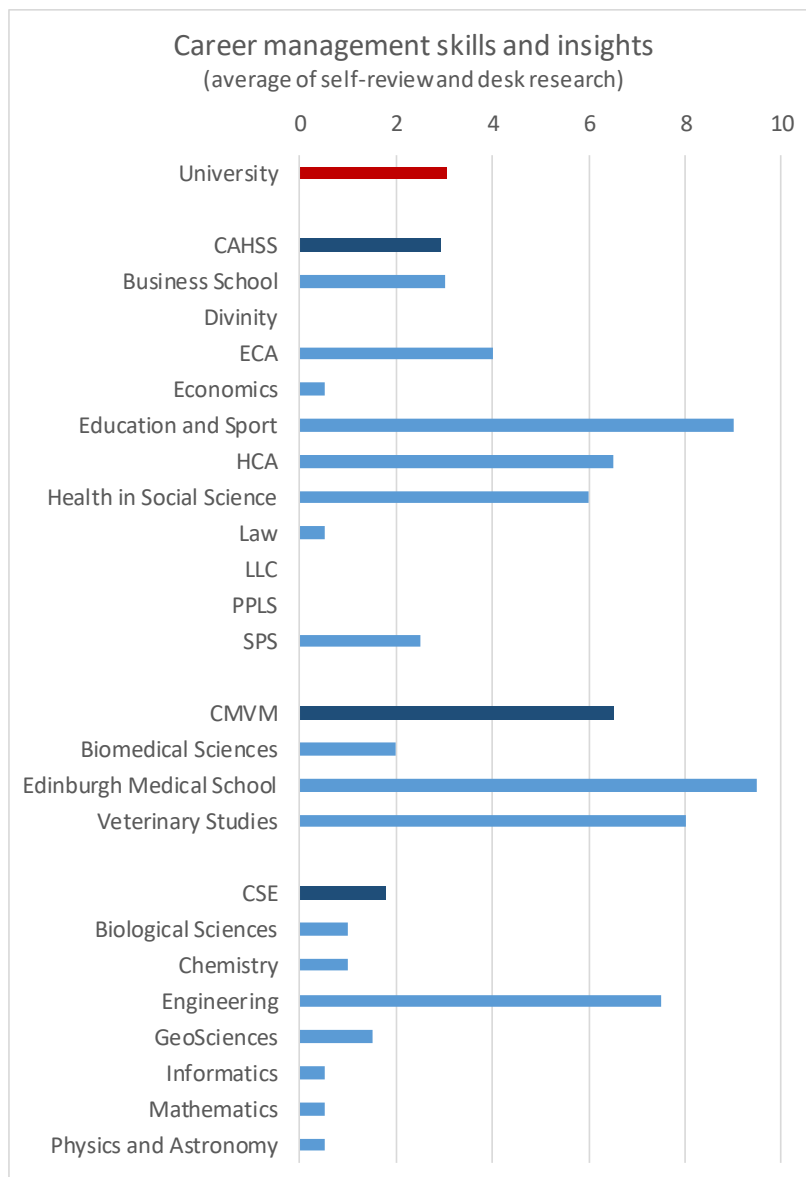
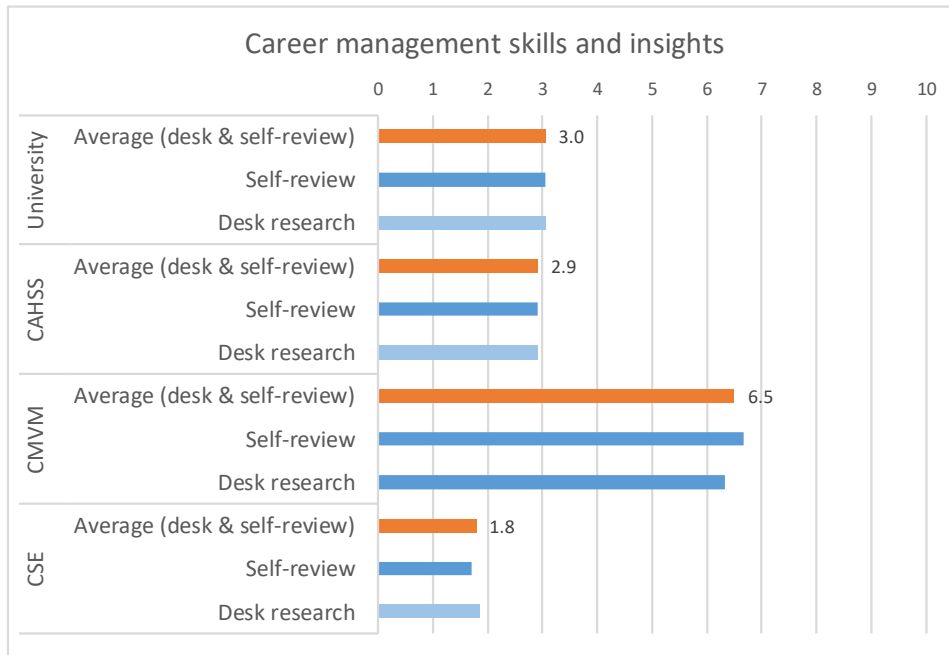
Planned space within the curriculum for students to gain **career management skills and insights** and to be encouraged to engage in timely career planning.

Relevance:

This prepares students for ongoing career management in a dynamic and uncertain labour market. This skill is critical in enabling students to navigate the job market long after their studies and make confident career choices. By embedding this in the curriculum, we ensure that all students give thought to their futures while they have full access to the support and opportunities available, and develop their capacity for successful lifelong career management.

Summary:

- The provision in this area varies substantially from school to school, with a few schools significantly increasing the averages of both the colleges and the University.
 - CMVM has the most provision in this area, followed by CHASS and the CSE. Generally, the more vocational a degree is, the greater the provision.
- Examples of practice include:
 - **Mathematics:** Through its use of guest speakers and modern real-world applied examples in different mathematical fields, the course 'Facets of Mathematics' can support students' insights in what areas of Mathematics and work they might be interested in professionally.
 - **Biomedical Sciences:** For almost 10 years, there has been a career management session timetabled into the curriculum for all Year 1 students. This is coupled with an equivalent timetabled session for all Year 3 and 4 students at start of the academic year.
 - **HCA:** The Year 1 course 'The Historian's Toolkit' encourages students from day one to think about and start planning for how they want to use their degree by having the School's Careers Consultant provide a guest lecture.
 - **Informatics:** In the 'Professional Issues' compulsory course, students create a wiki relating to a real-world professional issue. Students are asked to reflect on what they would do as professionals in particular challenging situations. This course is highly context-based and engages students with law, ethics and other elements of professional practice; through this students gain insights into careers and navigating professional settings.
 - **Veterinary Studies:** The School has compulsory courses on Professional and Clinical Skills. Students are required to maintain a portfolio, are supported in identifying and addressing their own key skill development needs, and are developed as independent learners to prepare them for life-long professional and personal learning needs and obligations.
- A number of schools described the challenge of developing provision in this area during the early years of the degree in a way that students are willing to engage with positively. There was an appetite for effective methods to achieve this, but with many staff struggling to find a way forward – a mission shared by the Careers Service.
- Two charts follow that show ratings for provision of this element, broken down by source of rating and by college/school.



Enterprise education

Description:

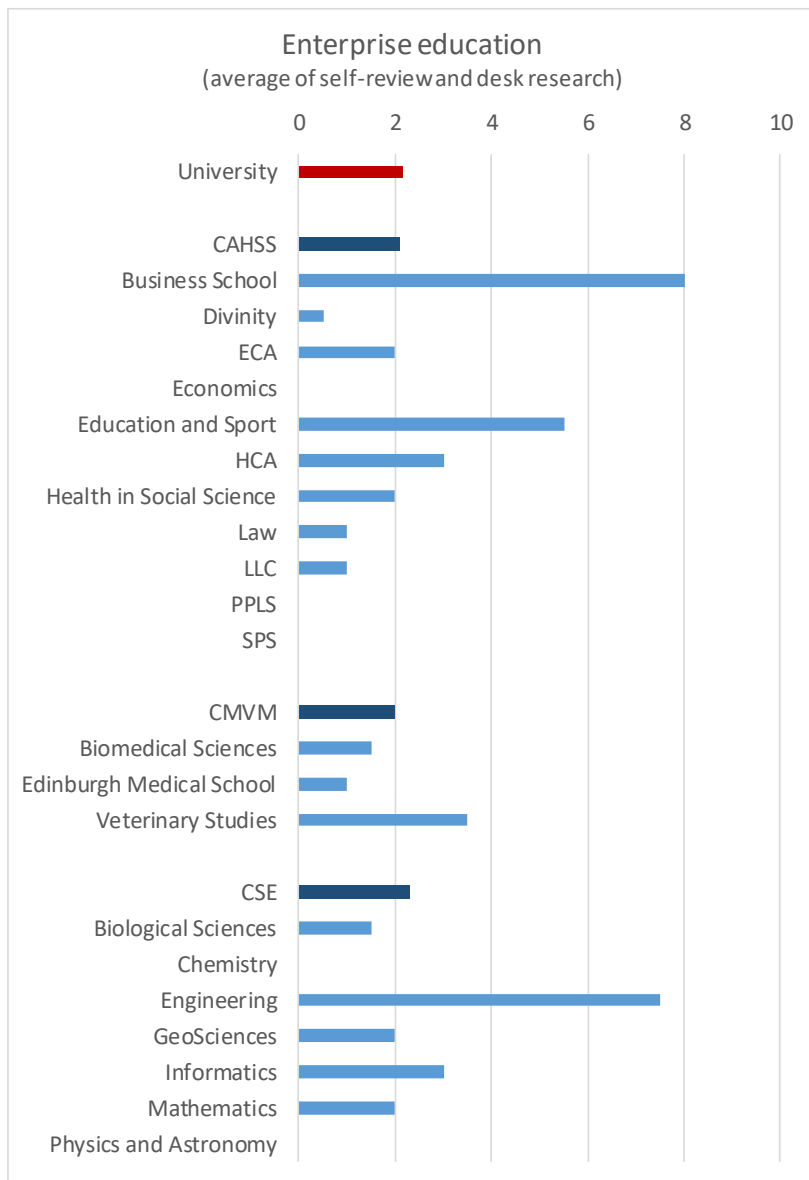
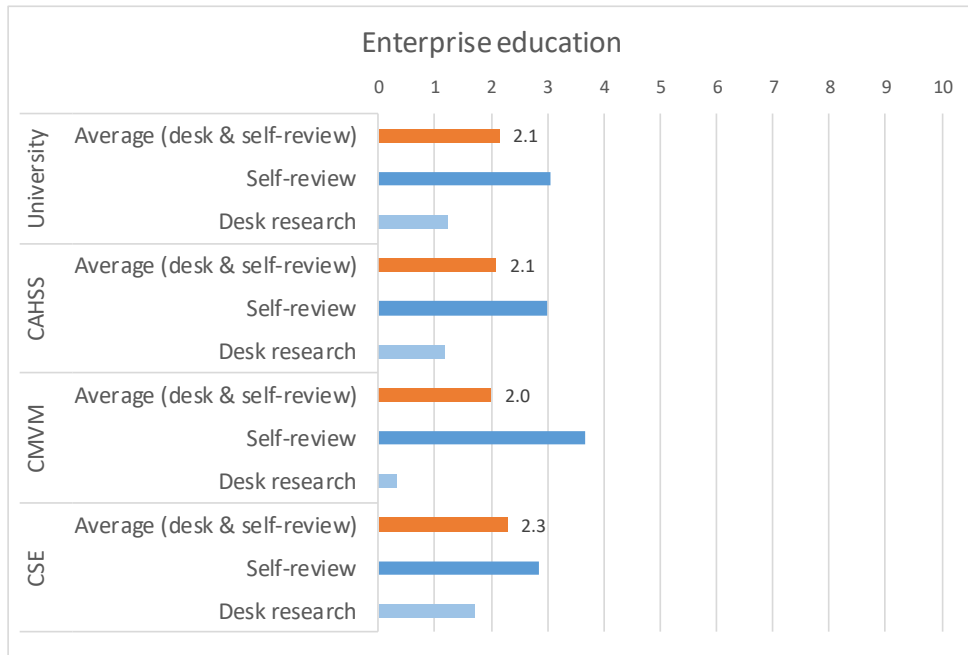
Enterprise education for all students, not just those that wish to set up their own business. Enterprise activities allow all students to develop creativity, leadership, innovation, negotiation, and confidence; all of these attributes are highly valued in various work contexts.

Relevance:

Enterprise education is distinct from entrepreneurship training. It may encapsulate entrepreneurship but importantly looks at fostering an enterprising mindset. Enterprise education develops a range of skills valuable to our students' effectiveness and impact within and beyond their studies. Entrepreneurship support can unlock setting up a business as a specific career path.

Summary:

- There is generally little curricular provision across the University for this element. There are a few schools that have courses designed explicitly to address entrepreneurship; the remaining provision across the institution comes from initiatives that indirectly foster an enterprising mindset and the associated skills.
 - This is one of the few elements where, on average, all three colleges have the same level of provision.
- In contrast, the majority of enterprise education takes place in the co- or extra-curricular space, with Launch.ed as the main provider and supporter.
- Examples of practice include:
 - **Business School:** In addition to co-curricular offering in this area, the School has a degree stream that allows students to specialise in innovation and entrepreneurship.
 - **Engineering:** 'Professional Issues for Mechanical Engineers 3' includes a presentation from Edinburgh Innovation's enterprise team, Launch.Ed. Moreover, the School's curriculum has design at its centre and through design projects students develop a range of skills fostering an enterprising mindset.
 - **Mathematics:** 'Entrepreneurship in Mathematical Sciences' is a new course dedicated to enterprise education and will allow students to see how applications of mathematics and statistics have made significant contributions in business, as well as developing students' skills required to transform ideas into a successful business.
- Two charts follow that show ratings for provision of this element, broken down by source of rating and by college/school.



Explicit recognition and valuing of employability across the curriculum

Description:

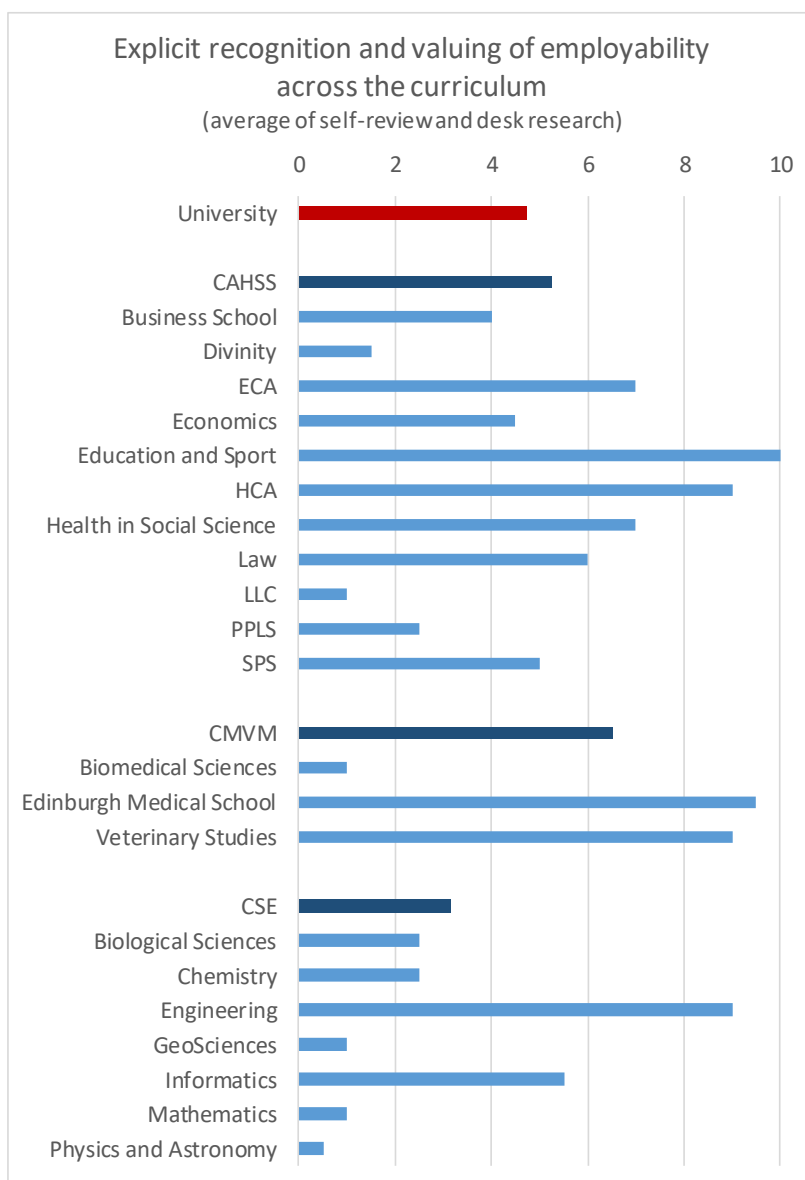
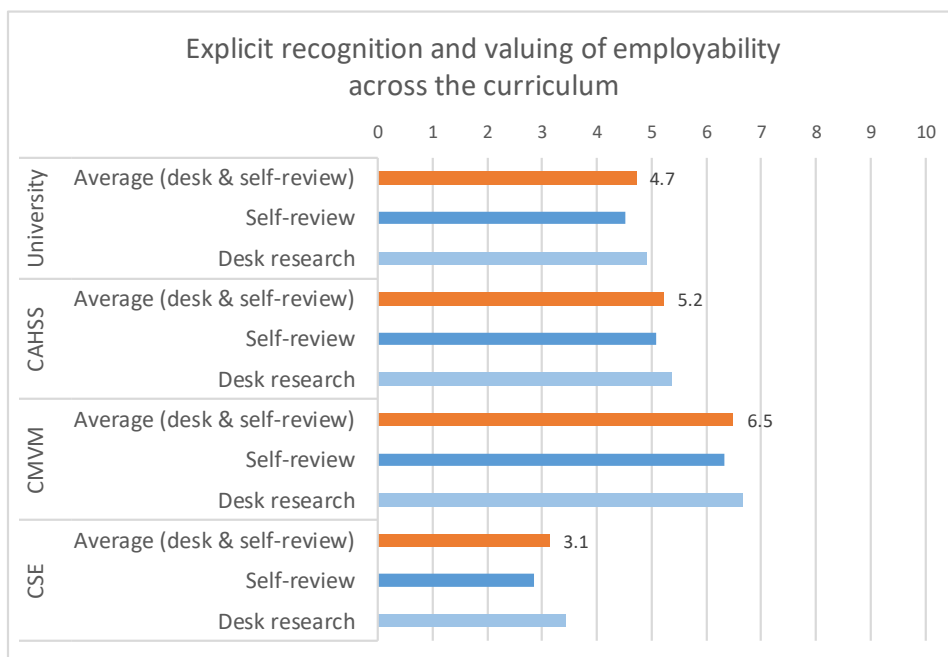
Explicit recognition and valuing of employability across the curriculum – through employability-relevant learning outcomes and assessment; highlighting and encouraging students to recognise the skills being developed; encouragement to engage with curricular, co- and extra-curricular development opportunities (e.g. part-time work, volunteering, sports and societies, or caring responsibilities).

Relevance:

The curriculum is fundamental to students' lives at university. It therefore has a critical role in supporting messages around employability and student development. Ensuring students are aware of the diverse skills they develop through their degrees and encouraging them to find new development opportunities, can help students recognise and have confidence in their strengths and skills. Increased awareness can support students' continued personal and professional development and makes applications for future employment or further study easier.

Summary:

- This element occurs across the University, with all schools having some provision in this area. The amount and effectiveness of provision varies and schools with vocational programmes tending to have both more and greater effectiveness compared to typically non-vocational disciplines.
- Examples of practice include:
 - **ECA:** Staff will actively encourage students to engage in co-/extra-curricular activities as an essential part of becoming employable and preparing for professional life.
 - **Economics:** The School recognises a range of non-technical skills in a majority of their courses, explicitly telling students what skills they need to have/develop to be successful in their courses through the Graduate Attributes and Skills field on DRPS.
- Two charts follow that show ratings for provision of this element, broken down by source of rating and by college/school.



Reflection

Description:

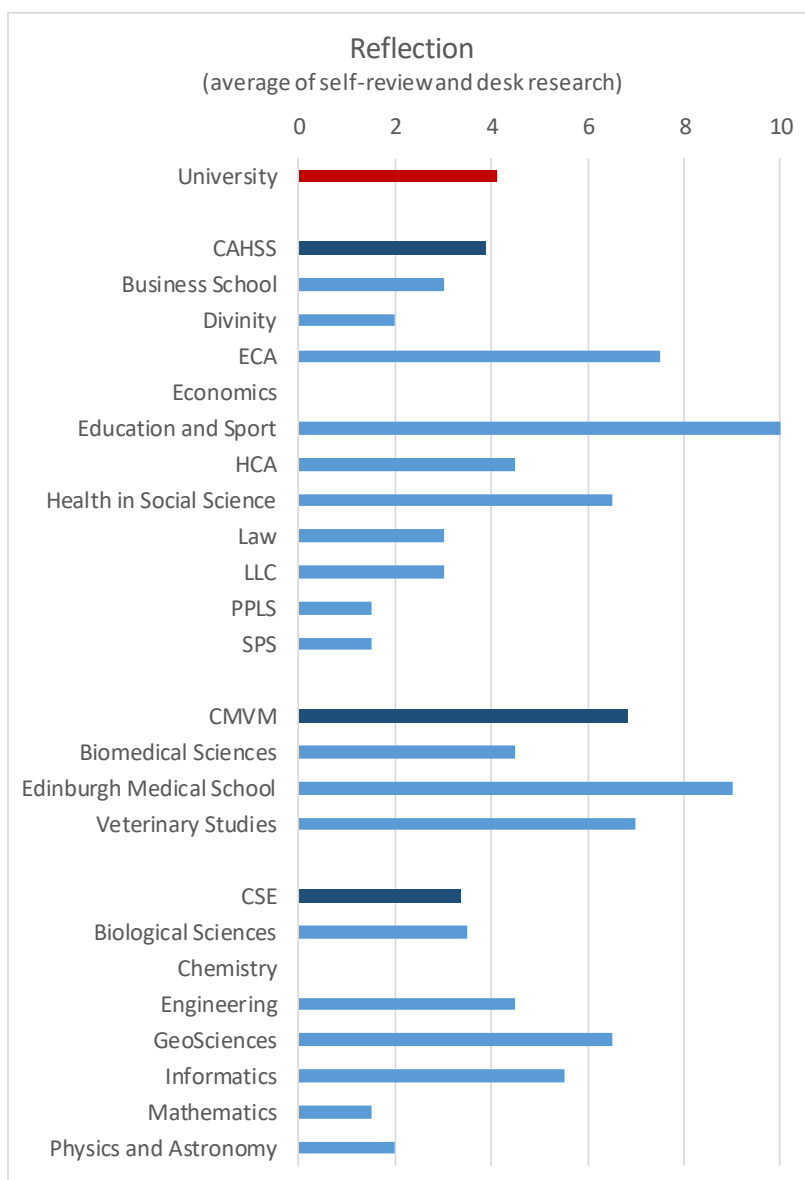
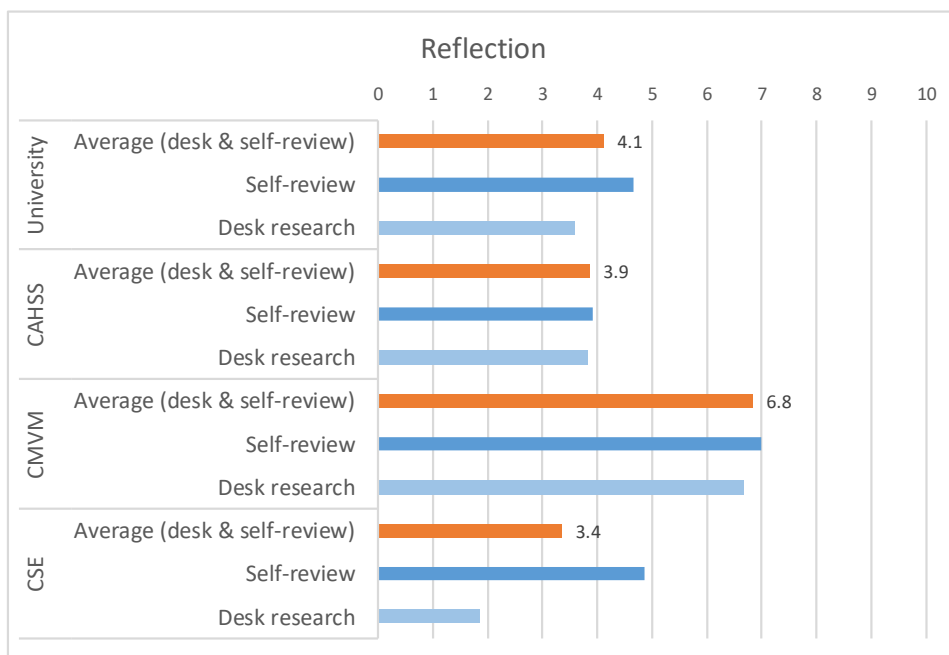
Regular opportunities for students to **reflect on and articulate their learning and development, and to plan further growth and learning opportunities.**

Relevance:

While the term and definition used may vary between disciplines, reflection is a critical skill for students' current and future employability, and valuable in general. Reflection can support students in: deepening their learning and development; making their skills and learning explicit; communicating their strengths and abilities; and analysing their own actions and thinking, identifying areas of development.

Summary:

- This element is seen in most schools but on an average to a very limited extent. Other than degrees where reflective practice is professionally mandated (e.g. nursing, medicine, veterinary medicine, and education), when it exists in a school reflection seems to be centred on only a few courses.
- Examples of practice include:
 - **Biological Sciences:** Reflection is used in a series of courses in different ways. This ranges from weekly reflections on learning in an Honours course, to a weekly group reflective blog in a Y1 course which evaluates progress in a group project and identifies objectives and potential obstacles for the week ahead.
 - **Divinity:** For the Honours seminars, 10% of the assessment is protected for either a presentation or a reflective element. The reflection is either on course content or the student's learning.
 - **Education and Sport, Edinburgh Medical School, HiSS and Veterinary Studies:** Reflection is integral to these degrees degree and most placements will have a reflective assignment or logbook that enables students to capture development and challenges.
 - **SPS:** Reflection is used as a part of the assessment strategy used in a range of courses, including 'Working with Self & Others: Skills Theories & Methods', 'Evidence, Politics and Policy' and 'The Sociology of Sex Work'.
- Two charts follow that show ratings for provision of this element, broken down by source of rating and by college/school.



Personal Tutor system

Description:

Personal Tutors and a **personal tutoring system** that is motivating and supportive in the way that: personal and professional development is handled; career discussions are enabled; and further opportunities and services promoted and signposted.

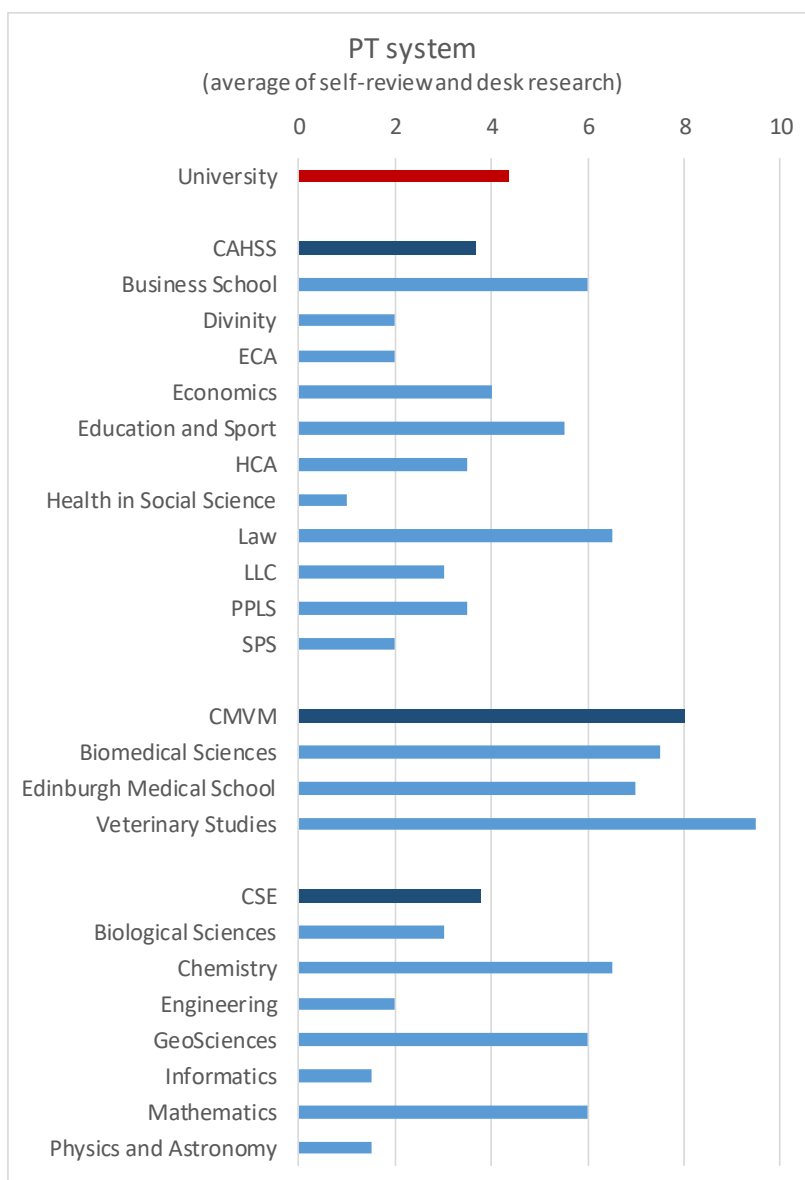
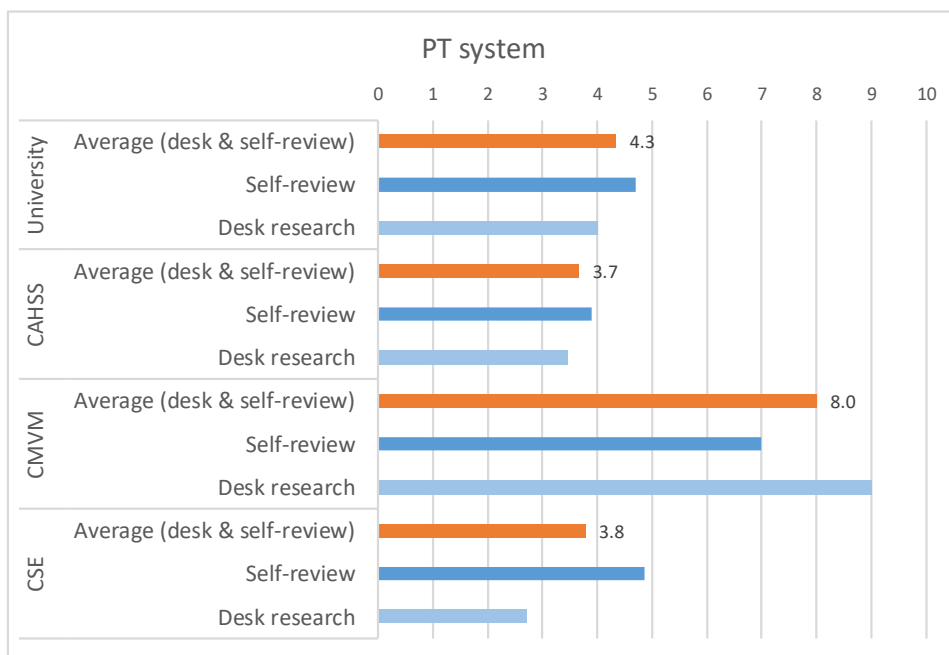
Relevance:

Staff do not need to be careers and employability experts in order to have an important and positive role in students' development, employability and careers. PTs asking and seeding questions about students' thinking and activity in these areas is an effective way to encourage all students to engage. Signposting to expert resources such as the Careers Service, ensures these questions and conversations can have a supported and meaningful next step.

Summary:

- The curriculum mapping covers the formal provision students are expected to engage with, either through the curriculum or through the Personal Tutor system. The focus of the **'Personal Tutor system'** element is therefore the core PT relationship as student engagement with Student Support Teams' substantial provision is generally optional.
- The provision of this element is spread across the institution. Similar to other elements, provision is particularly strong in CMVM followed by CAHSS and CSE.
 - There was no consensus across the University as to the purpose of the Personal Tutor system. Some schools see the PT's focus as entirely academic and pastoral, not as someone relevant to careers questions. Moreover, discussions with schools surfaced that many PTs refrain from careers-related conversations as they do not have answers to students' questions about a non-academic career and feel they should avoid engaging in further conversation as they are not career experts. In discussion, there was openness to the idea that PTs could ask and seed questions and thinking that is then followed-up via engagement with the Careers Service.
- Examples of practice include:
 - **Biomedical Sciences:** The Deanery recommends that all Semester 2 meetings discuss careers progression, CV development and internship options throughout the students' time at university. Moreover, as a part of the PT provision, there is a series of group sessions on skills and graduate attributes.
 - **Chemistry:** The School aims for students to have the same PT for across their degree to support successful relationships and, amongst other benefits, this helps PTs provide meaningful references. PTs encourage summer internships and placements and work with students on their personal and professional development planning using a document provided by the Royal Society of Chemistry⁵.
 - **Edinburgh Medical School:** PTs are expected to actively help students transition from student to professional medic. They annually review CVs and some reflective writings. PTs discuss feedback from hospital and GP attachments in terms of professionalism.
- Two charts follow that show ratings for provision of this element, broken down by source of rating and by college/school.

⁵ <https://www.rsc.org>



3. Student perceptions

The student voice and experience is a critical aspect of considering our provision. Student representatives (school and programme reps) were contacted with questions about their curricular experiences. Unfortunately, there was insufficient response at this stage to warrant inclusion in the curriculum mapping reports – this could be a useful area for future exploration, either locally or centrally. Insights about students’ experiences are, however, available through data from the National Student Survey (NSS) and provide relevant additional context for the curriculum mapping.

From the NSS, one core question and one set of supplementary questions have particular relevance:

Core question: Applied learning

- *My course has provided me with opportunities to apply what I have learnt*

Supplementary questions: Employability and Skills

- Sub-question 1: *My Higher Education experience has helped me plan for future career*
- Sub-question 2: *My institution has offered activities and resources designed to prepare me for the next step in my career*
- Sub-question 3: *The skills I have developed during my time in Higher Education will be useful for my future career.*

The table below shows the percentage of respondents who selected ‘Definitely Agree’ or ‘Mostly Agree’. The overall ‘Employability and Skills’ percentage is formed as an average of the three sub-questions. As seen elsewhere in the report, there is variance across schools and colleges, with the CMVM standing out as the strongest due to high scores from Medicine and Veterinary Studies.

	Applied Learning (% Agree)	Response rate (%)	Employability and Skills (% Agree)	Sub-question 1	Sub-question 2	Sub-question 3	Response rate (%)
UNIVERSITY	71.4	63.3	69.7	63.7	65.3	80.0	30.4
CAHSS	69.3	61.5	64.7	58.5	60.1	75.5	27.4
Business School	61.1	53.0	70.5	63.4	70.7	77.5	16.0
Divinity	84.6	60.0	61.8	57.9	38.9	88.9	22.0
ECA	72.6	64.0	63.4	68.7	48.9	72.9	27.0
Economics	59.2	63.0	60.5	57.6	54.2	69.5	31.0
Education and Sport	80.8	59.0	76.7	76.2	69.8	84.1	24.0
HCA	63.0	58.0	57.0	46.7	55.6	68.9	28.0
Health in Social Science	75.0	82.0	76.1	82.6	70.8	75.0	62.0
Law	72.4	58.0	77.8	68.3	71.7	93.3	26.0
LLC	73.7	72.0	60.4	47.1	59.0	75.0	34.0
PPLS	58.7	61.0	66.8	57.5	72.6	70.3	26.0
SPS	68.6	56.0	59.1	45.6	58.2	73.4	28.0

	Applied Learning (% Agree)	Response rate (%)	Employability and Skills (% Agree)	Sub-question 1	Sub-question 2	Sub-question 3	Response rate (%)
CMVM	82.7	77.3	83.2	80.3	78.9	90.2	43.9
Biomedical Sciences	62.3	68.0	52.1	45.5	45.5	65.5	31.0
Edinburgh Medical School	85.7	75.0	87.9	87.1	80.9	95.7	42.0
Veterinary Studies	96.5	91.0	96.2	93.8	95.9	99.0	61.0
CSE	69.3	62.1	71.3	63.8	67.5	82.6	31.6
Biological Sciences	71.6	73.0	74.5	68.1	69.4	86.1	46.0
Chemistry	72.0	71.0	74.2	65.9	70.5	86.4	42.0
Engineering	70.5	63.0	75.0	68.4	70.5	86.1	25.0
GeoSciences	67.6	60.0	61.4	48.6	60.0	75.7	30.0
Informatics	75.3	54.0	76.7	76.0	70.0	84.0	29.0
Mathematics	63.0	58.0	63.0	58.8	57.6	72.7	27.0
Physics and Astronomy	60.9	57.0	72.3	60.5	73.7	83.3	33.0

Across these questions, at an institutional level the University underperforms against external benchmarks:

Applied learning

- University of Edinburgh = 71.4%
- UUK upper quartile = 84.3%
- Russell Group upper quartile = 78.8%

Employability and skills

Benchmark⁶

- Overall = 77.4%
- Sub-question 1 = 72.8%
- Sub-question 2 = 73.3%
- Sub-question 3 = 86.4%

University of Edinburgh

- Overall = 69.7%
- Sub-question 1 = 63.7%
- Sub-question 2 = 65.3%
- Sub-question 3 = 80.0%

These NSS questions link to two of the curriculum design elements in particular:

- *'My course has provided me with opportunities to apply what I have learnt'* in the NSS has a direct link to **'Real-world/applied learning'** in the curriculum mapping. In contrast to the curriculum mapping where this element is one of the strongest-performing, the NSS data suggests that students see provision in this area less strongly – almost a third did not select either 'Definitely Agree' or 'Mostly Agree'. This contrast could arise from different perceptions of the same provision, from student respondents looking at both curricular and

⁶ 'Employability and Skills' are optional questions and therefore the benchmark used is the average from five Russell Group HEIs that used this question set – Birmingham, Bristol, Leeds, Liverpool and QUB.

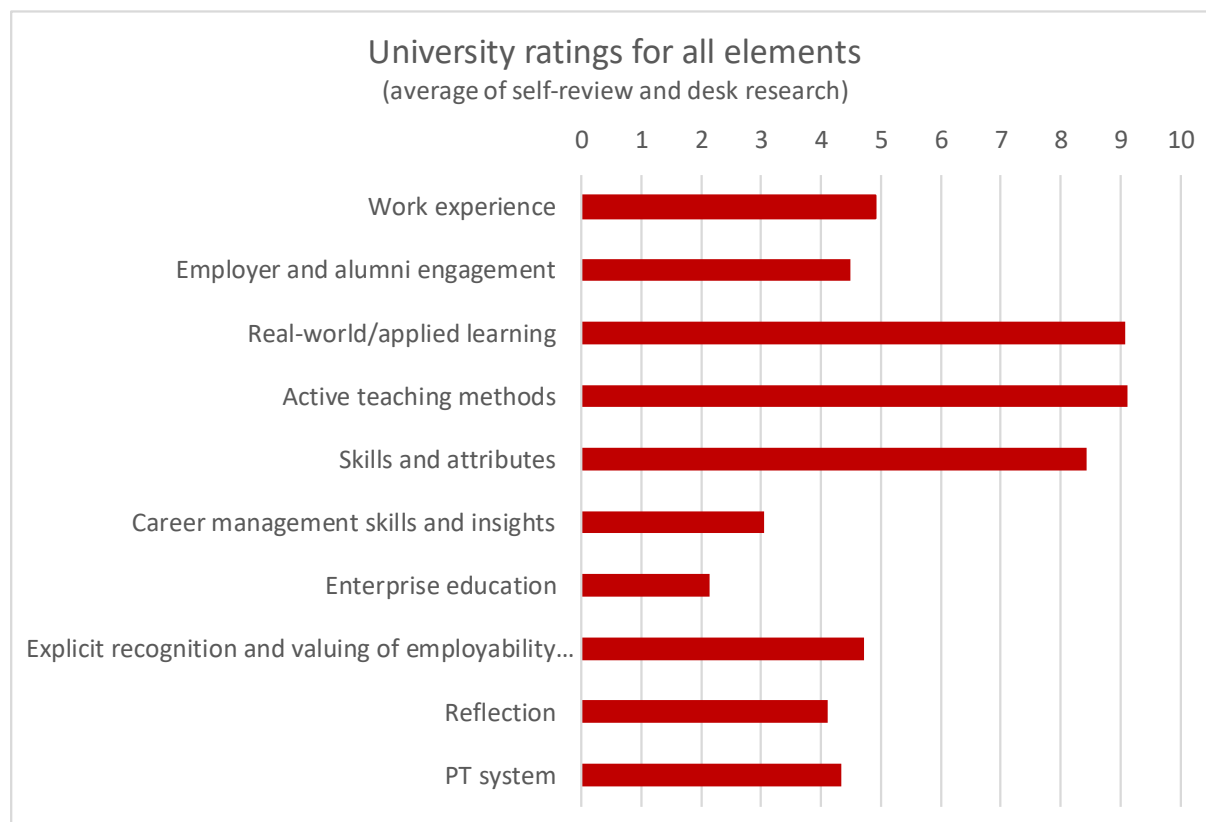
co-curricular provision, or from reasons that are very locally specific. One key thing to consider is that both the desk research and the self-review are based on impressions of curriculum and therefore do not measure the curriculum explicitly. They are better placed to capture anticipated effect than actual effect, whereas students assess their experience of the actual provision. It is therefore helpful to reflect on this NSS score in relation to '**Real-world/applied learning**' and consider how effectively we communicate the rationale and value of our provision.

- While the '*Employability and Skills*' questions in the NSS relate to students' overall experience, they have an indirect link to '**Explicit recognition and valuing of employability across the curriculum**' in the curriculum mapping – in the NSS students may be commenting on their curricular and/or co-curricular experiences. The NSS data broadly aligns with the findings elsewhere in the curriculum mapping that suggest this element does not feature as strongly as it could in the provision. While there is some variation across colleges and sub-questions, it is potentially concerning to see that only 70% of final-year NSS respondents selected 'Mostly agree' or 'Definitely agree' for the 'Employability and Skills' NSS questions overall, particularly given that over 70% of the UK-domiciled student population enter employment as a first step after their undergraduate degree.

4. Next steps

The mapping aims to give a more systematic understanding of our provision in the curriculum – a place where we as an institution have a great and sometimes underused opportunity to influence students’ development, employability and careers.

The University has diverse curricular activity that touches on all ten elements. Institutionally there are clear areas of strength as well as areas where further development is warranted – there is little room for complacency but also many examples to draw from.



The curriculum mapping should provide a baseline for future activity, facilitate sharing of practice, inform curriculum development locally and centrally, and inform and influence staff support and development.

- **Academic, professional services and senior management** are encouraged to use this mapping as a stimulus for discussions and development, reflecting on the practice and nature of the discipline(s) in their area of responsibility. For all elements, how could each be best understood in a way that is meaningful and appropriate for the discipline? For relevant elements, how can the spread and effectiveness of provision be increased, aligned with other priorities? Recognising the varying context of each discipline, to what extent are our graduates’ destinations because of or despite our provision?
- **The Careers Service and Employability Consultancy** provide support to colleagues in embedding student development, employability, and careers into the curriculum. Following on from the curriculum mapping, they are creating a toolkit to share good practice and to support colleagues in considering how the different elements can be tailored and embedded in ways appropriate to the local context.

Further information: For questions arising from the curriculum mapping, in the first instance please contact Tobias.Thejll-Madsen@ed.ac.uk or Gavin.McCabe@ed.ac.uk, Employability Consultancy.

Appendix A: Elements – descriptions and relevance

1. Work experience

Description:

Opportunities for, and active encouragement of, **work experience** – developing students’ expertise and attributes, and where possible building links with the rest of the curriculum. This could be in many different forms, for example: blocks of work-related experience; a short two-week work experience; a year-long industry placement; a volunteering experience; individual or group project work for an employer.

Relevance:

Work experience allows students to gain insights into the world of work, provides a chance to hone a range of skills, can be an opportunity to apply disciplinary methods to live problems, and allows students to create or expand their professional network.

2. Employer and alumni engagement

Description:

Diverse and regular involvement with **employers** and **alumni** – not solely as guest speakers or providers of placements but also to help inform the curriculum, get involved with student assessment, provide case studies and project ideas, to act as mentors etc.

Relevance:

Allowing employers and alumni to inform the curriculum can provide insights into what knowledge and skills students may be expected to display once leaving university. Moreover, employers and alumni can provide valuable insights into career options and can enhance students’ professional networks, while highlighting or sharing current problems/challenges/trends across the sector.

3. Real-world/applied learning

Description:

Subject teaching that is rich in **real-world** examples, research projects and opportunities to see how the subject and its methods are **applied** in different external contexts.

Relevance:

Opportunities for students to apply their learning and see the subject’s methods used in realistic contexts can help illustrate and/or reinforce the relevance and value of the subject beyond the formal learning environment, and can build students’ confidence in applying their learning.

4. Active teaching methods

Description:

Active teaching methods – this may include problem solving; discussions/debate; team activities; real-world activities (fulfilling a project brief, consultancy); opportunities for students to create; competitions; the pitching of ideas etc.

Relevance:

Alongside supporting students’ learning and development, active teaching methods can strengthen a range of non-technical skills valuable to students’ personal and professional development such as

communication, presentation skills, teamwork, and creativity. Active teaching methods often overlap with the 'real-world/applied learning' element as they frequently involve students engaging with and applying their learning or disciplinary methods.

5. Skills and attributes

Description:

Through the choice of learning, teaching and assessment methods, provision of a curriculum that enhances students' non-technical **skills and attributes** in a coherent and developmental way.

Relevance:

Beyond the valuable knowledge and technical skills they gain from their degrees, ensuring that students have developed and are aware of a range of skills and attributes is critical to supporting their employability, but also their studies and their role within society. Designing each attribute's development to be progressive over a student's degree programme can help boost the effectiveness, strength and flexibility of these attributes.

6. Career management skills and insights

Description:

Planned space within the curriculum for students to gain **career management skills and insights** and to be encouraged to engage in timely career planning.

Relevance:

This prepares students for ongoing career management in a dynamic and uncertain labour market. This skill is critical in enabling students to navigate the job market long after their studies and make confident career choices. By embedding this in the curriculum, we ensure that all students give thought to their futures while they have full access to the support and opportunities available, and develop their capacity for successful lifelong career management.

7. Enterprise education

Description:

Enterprise education for all students, not just those that wish to set up their own business. Enterprise activities allow all students to develop creativity, leadership, innovation, negotiation, and confidence; all of these attributes are highly valued in various work contexts.

Relevance:

Enterprise education is distinct from entrepreneurship training. It may encapsulate entrepreneurship but importantly looks at fostering an enterprising mindset. Enterprise education develops a range of skills valuable to our students' effectiveness and impact within and beyond their studies. Entrepreneurship support can unlock setting up a business as a specific career path.

8. Explicit recognition and valuing of employability across the curriculum

Description:

Explicit recognition and valuing of employability across the curriculum – through employability-relevant learning outcomes and assessment; highlighting and encouraging students to recognise the skills being developed; encouragement to engage with curricular, co- and extra-curricular development opportunities (e.g. part-time work, volunteering, sports and societies, or caring responsibilities).

Relevance:

The curriculum is fundamental to students' lives at university. It therefore has a critical role in supporting messages around employability and student development. Ensuring students are aware of the diverse skills they develop through their degrees and encouraging them to find new development opportunities, can help students recognise and have confidence in their strengths and skills. Increased awareness can support students' continued personal and professional development and makes applications for future employment or further study easier.

9. Reflection

Description:

Regular opportunities for students to **reflect on and articulate their learning and development, and to plan further growth and learning opportunities.**

Relevance:

While the term and definition used may vary between disciplines, reflection is critical to students' current and future employability, and valuable in general. Reflection can support students in: deepening their learning and development; making their skills and learning explicit; communicating their strengths and abilities; and analysing their own actions and thinking, identifying areas of development.

10. Personal Tutor system

Description:

Personal Tutors and a **personal tutoring system** that is motivating and supportive in the way that: personal and professional development is handled; career discussions are enabled; and further opportunities and services promoted and signposted.

Relevance:

Staff do not need to be careers and employability experts in order to have an important and positive role in students' development, employability and careers. PTs asking and seeding questions about students' thinking and activity in these areas is an effective way to encourage all students to engage. Signposting to expert resources such as the Careers Service, ensures these questions and conversations can have a supported and meaningful next step.

Appendix B: Elements – background

The 10 curriculum elements were selected through research examining employability, development, and career readiness frameworks and audit tools from across the education sector and literature, both nationally and internationally.

A rudimentary factor analysis was used on the dimensions found in these frameworks and a number of core factors emerged. In addition, it was apparent from the research that most tools and frameworks considered the extent to which student development, careers, and employability were explicitly communicated to students.

From this research, a framework of elements for developing employability in the curriculum (Plymouth, n.d.) was adapted for the University's context. This was chosen as it best captured the underlying factors of the frameworks and audit tools identified in the analysis, while remaining simple, accessible and usable. A number of the key external frameworks and audit tools that were examined are listed below as references. If the name of the model/framework does not appear in the title, it is written in parenthesis immediately after the reference.

Bridgstock, R. (2009). The graduate attributes we've overlooked: enhancing graduate employability through career management skills. *Higher Education Research & Development*, 28(1), 31-44. (Career Management Skills and Knowledge model)

CBI & NUS (2011). *Working towards your future: making the most of your time in higher education*. Retrieved at https://www.nus.org.uk/Global/CBI_NUS_Employability%20report_May%202011.pdf

Dacre Pool, L., Sewell, P. (2007). The key to employability: developing a practical model of graduate employability. *Education + Training*, 49(4), 277-289. (CareerEDGE model)

Eberly Center, Carnegie Mellon University (n.d.). *Curriculum mapping tool*. Available at <https://www.cmu.edu/teaching/assessment/assessprogram/tools/Curriculum%20Mapping%20Tool.html>

Knight, P.T., Yorke, M. (2002). Employability through the curriculum. *Tertiary Education and Management*, 8(4), 261-276. (USEM-model)

Macfarlene-Dick, D. (n.d). Teaching for Employability: Audit Tool. *Higher Education Academy*. Retrieved from <https://www.ed.ac.uk/files/atoms/files/audit-hea-teachingforemployability.doc>. (USEM-model)

McKinnon, S. (n.d.). *Real WoRLD's audit tools: reflective questions for employability audit*. Available at https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/centresprojects/cbsrealworld/RealWoRLD_audit_tools.pdf.

National Association of Colleges and Employers (NACE) (n.d.). *Career readiness defined*. Available at <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>.

Oxford Brookes University, Enhancing Graduate Employability Project Team (2005). *Enhancing graduate employability: embedding employability in the curriculum – Curriculum Audit*

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Pathways Advisory Group (New Zealand) (n.d.). *Employability Skills Framework*. Available at: <http://www.youthguarantee.net.nz/vocational-pathways/employability-skills/employability-skills-framework>

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Stephenson, E., Dimond, C., Stanyer, J., Devincenzi, K., Simmons, L., Hartley, P., Prest, R., & Smith, R. (n.d.). *Employability skills of STEM student ambassadors*. Available at <http://www.hestem-sw.org.uk/project?id=18&pp=254>

The Conference Board of Canada (n.d) *Employability skills*. Retrieved at <https://www.conferenceboard.ca/docs/default-source/educ-public/esp2000.pdf?sfvrsn=0&AspxAutoDetectCookieSupport=1>.

University of Plymouth (n.d.(a)) *Employability in the curriculum: design and delivery*. Available at <https://www.plymouth.ac.uk/about-us/teaching-and-learning/employability-in-the-curriculum-and-beyond/employability-in-the-curriculum-design-and-delivery>.

University of Plymouth (n.d.(b)). *Plymouth compass mapping tool*. Retrieved from https://www.plymouth.ac.uk/uploads/production/document/path/7/7806/Plymouth_Compass_Mapping_Tool.docx.

Appendix C: Graduate destinations

Data about graduates' destinations have received significant attention. While such data only provides partial insight into the employability and careers landscape, it can offer additional context. Although curricular provision does not generally directly cause these destinations, it will often influence them. The Destination of Leavers from Higher Education (DLHE) national survey provides information on destinations 6 months after graduation.⁷ The DLHE Performance Indicators are based on full-time, first-degree, UK-domiciled graduates in accordance with specifications set by the Higher Education Statistics Agency. Three PIs are included here:

- Employment or Further Studies (EFS),
- Highly Skilled Employment or Further Studies (HSEFS), and
- Highly Skilled Employment (HSE)⁸.

In 2016/17, **94.3% University of Edinburgh graduates entered into Employment & Further Study (EFS)** compared to a pre-specified benchmark of 95.3%. This compares to a figure of 92.8% the previous year. Other key figures from the most recent DLHE cohort (2016/17) include:

- UK average: 94.6%
- Russell Group average: 94.7%
- Scottish average: 95.3%

The main ranking comparisons are:

- Overall rank: 81 of 164 (up 39 places on the previous year)
- Russell Group rank: 12 of 24 (up 9 places on the previous year)
- Scotland rank: 14 of 19 (up 3 places on the previous year)

75.9% entered **Highly Skilled Employment or Further Study (HSEFS)**; this is above the Scottish average of 74.2% (ranked 11th) and is bottom of the Russell Group where the average is 82.4%.

A three-year average for each PI is provided below at a school level and is based on the most recent data (2014/15, 2015/16, and 2016/17). When considering this data, it is essential to remember that the employment and further study contexts differ significantly between disciplines. For some, direct progression into further study is the norm; for others, more than six months of taking time out or lower-level employment is common as experience is built or options are explored; and for others, immediately commencing highly-skilled employment is standard. **Therefore, the data below must be considered in context and, taken alongside the rest of the curriculum mapping, should prompt reflections on how our curricular and co-curricular provision best supports our students' futures.**

⁷ DLHE is being replaced by the [Graduate Outcomes](#) survey, looking at destinations 15 months after graduation. The first results will be published in 2020 capturing students who graduated after August 2017.

⁸ The sector-wide definition of highly skilled employment is based on Standard Occupational Classification Levels 1-3, i.e. Managers, Directors, Senior Professionals, Professional Occupations and Associate Professional and Technical Occupations.

	n	EFS	HSEFS	HSE
UNIVERSITY	1327	93.56	74.68	52.45
CAHSS	4412	93.10	71.26	69.13
Business School	266	93.2	70.7	73.3
Divinity	96	88.5	71.9	72.4
ECA	724	90.5	65.1	63.6
Economics	218	91.7	73.9	76.4
Education and Sport	634	99.4	90.4	90.5
HCA	525	89.3	58.3	53.2
Health in Social Science	70	98.6	97.1	98.3
Law	354	97.2	86.2	61.8
LLC	794	92.4	66	62.1
PPLS	402	93.5	64.2	57.4
SPS	329	90.6	66.9	66.8
CMVM	892	97.75	90.03	91.17
Biomedical Sciences	216	95.4	66.7	49.2
Clinical Sciences	21	100	95.2	94.7
Edinburgh Medical School	464	99.1	98.7	99.6
Veterinary Studies	191	96.9	94.8	97.8
CSE	1327	92.23	75.82	73.51
Biological Sciences	204	93.1	70.6	54.5
Chemistry	150	94	79.3	74.7
Engineering	287	92.3	81.9	86.2
GeoSciences	338	90.5	65.7	59.6
Informatics	90	95.6	94.4	98.6
Mathematics	117	94.9	82.1	78.9
Physics and Astronomy	141	88.7	74.5	69.7

Senate Learning and Teaching Committee

22nd May 2019

Enhancing Doctoral Training Provision

Description of paper

1. This paper sets out a case to support the creation of a central middle level structure in the University to coordinate the training of research students ranging from training grants, scholarships and recruitment through to course delivery, programme coordination and examination.

Action requested / recommendation

2. The committee is asked to consider starting the process to set up a Doctoral College (or equivalent) by setting up a working group to formulate detailed plans.

Background and context

3. We have around 5000 postgraduate research students in the university evenly split across our Colleges. The nature of the students varies widely between the Colleges and disciplines with almost half being funded on full studentships either by the School, College or University, or by an external body.
4. Following the recent Review of Senate and the dissolving of Senate Researcher Experience Committee, there is a need to ensure that LTC and senior leadership team can be supported to deliver training for our research students by taking operational responsibility for coordination and planning the implementation of high-level strategies.
5. We have a duty to monitor and coordinate all student education and report on the effectiveness of the support we provide to our students through the ELIR.
6. Increasingly, external funders such as UKRI and Wellcome are requiring doctoral training to occur in well defined cohorts with additional training for careers. Demonstrating an institutional coherence in bidding for such scholarships will help our success rates and help to develop applications.
7. The training in the new doctoral centres typically takes the form of generic skills courses which are common to a wide range of disciplines.
8. Large institutions such as UoE can suffer from being too disconnected and a Doctoral College could act as a middle level connecting (horizontal) structure keeping the 6 large vertical structures and their substructures joined up.

Discussion

9. Research students access a huge variety of services in the institution ranging from local support through central student facing services to research services. There is a growing trend to view research students as postgraduate research

assistants and some funders now insist on this. Training of PhD students is much more than training in an academic discipline; both because the pursuit of an academic career is becoming significantly more complex but also because there is a growing awareness that we must provide our research students and, more generally, early career research staff, with a much wider range of skills.

10. The vision for the Doctoral College (as a proof of concept) would be a small central unit consisting of an Academic Director, Administrative Director and Administrative Assistant, linked to a large number of (already existing) staff in the three Colleges and three Support Groups; especially HR, Finance, Careers, IAD, SRA, Scholarships, Academic Administration, Student Support, and RSO) as well as EI and EUSA. There would be several key “partners” in these units whose job description would include liaising with the Doctoral College. For example, the Academic Director could be a position taken in rotation by the three Deans (or equivalents) in the Colleges. The professional services staff would be employed by Academic Services in USG or could also be co-opted from the Colleges. The key guiding design principle would be **minimal disruption** to current roles.
11. The plans outlined here articulate very well with the plans for PGR in the Service Excellence Programme and if we agree to commence work on this as a project then the two would proceed in tandem with the SEP strand continuing with the processes around PGR support within USG and the Schools while the “Doctoral College” project would operate at a more structural level and remain as a horizontal structure.
12. In functional terms there are three key areas: external presence, internal coordination and administering interdisciplinary courses and programmes. The external function would be around web presence, recruitment support, scholarship applications, and training grant support as well as contributing to national and international developments in doctoral education. The internal coordination would include operational governance, similar to the role REC plays now, scholarship support, advice, signposting, monitoring and mediation. The administration would include owning inter-School programmes and University wide courses. This last function is currently difficult to arrange largely because there is no clarity about resources. The intended breadth of the proposed structure should make owning programmes and courses feasible.
13. Concretely, we would propose a short-life working group consisting of the three conveners of REC, the three heads of PGR administration in the Colleges and representation from the three support groups (IAD, Academic Services, SRA, Careers, Finance, HR) and EUSA representation.
14. Single oversight at this level would enable economies of scale as well as improving the consistency of the PGR student experience. The articulation with LTC, CSPC, SQAC, RPG, FSG, SRSG, People Committee, KSC and the Executive would be strengthened and built into the model.

Resource implications

15. There are likely to be resourcing implications, but we would aim to keep recurring costs to a minimum by adopting a lean hub-and-spoke approach. It would be part of the design methodology that the steady state should deliver a considerable overall saving.

16. The current proposal is to set up a short life working group to draw up precise design details. This would require in-kind support from the Colleges and Support Groups.

Risk management

17. As we are somewhat behind the curve on setting up a central body to oversee PG education, we are already jeopardising status and reputation in comparison to other institutions in the UK and beyond. The vision maximizes the structural changes but minimizes the changes to the personnel and organisational structures in the Colleges and Support Groups and so there is little risk in the change management.
18. External agencies such as QAA expect an institution to provide a coherent, consistent and high-quality service to our students and without a suitable structure we risk failing in our duty.

Equality & diversity

19. There are no direct E&D issues other than through recruitment of staff. A central administering unit for doctoral education should be well placed to monitor and disseminate good practice in E&D.

Communication, implementation and evaluation of the impact of any action agreed

20. If LTC approves the plans, then the working group would formulate a consultation plan. Initial tentative discussion has taken place in several committees including College PG Committees and Senatus Researcher Experience Committee with very strong support for the broad vision.

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13th May 2019

Presenter

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Freedom of Information

OPEN

The University of Edinburgh

Senatus Quality Assurance Committee
22 May 2019

UK Quality Code for Higher Education – Approach to Advice and Guidance

Executive Summary

This paper outlines the changes made to the UK Quality Code for Higher Education and asks the Committee to discuss and approve an approach to using the underpinning advice and guidance.

How does this align with the University / Committee's strategic plans and priorities?

The paper is relevant to the Committee's responsibility to support the creation and development of a high level framework which encourages and supports innovation, flexibility, accessibility and interdisciplinary initiatives.

Action requested

The Committee is asked to discuss and approve the proposed approach the University will take to using the advice and guidance.

How will any action agreed be implemented and communicated?

Key stakeholders will to be informed of the agreed approach by Academic Services.

Resource / Risk / Compliance

1. Resource implications (including staffing)

There will be resource implications for Academic Services in undertaking the mapping exercise, however, this was an expected task in the lead up the next Enhancement-led Institutional Review. There may be additional resource implications as a result of reviewing policies and practices against the guiding principles of the advice and guidance, however, the recommended approach aims to minimise these.

2. Risk assessment

The University's policies and practices must align with the Code.

3. Equality and Diversity

Equality and diversity implications would be considered as part of any review of policies and/or practices.

4. Freedom of information

Open.

Key words

Quality Code

Originator of the paper

Professor Tina Harrison (Assistant Principal Academic Standards and Quality Assurance) and Nichola Kett (Academic Policy Manager, Academic Services)

14 May 2019

Background

The UK Quality Code for Higher Education (the Code) sets out fundamental principles that should apply to higher education quality across the UK. It was significantly redeveloped in 2018 with the aims of: making it applicable across all four UK nations; reducing length and improving accessibility to a wide variety of stakeholders; and placing a greater emphasis on student outcomes and engagement.

Although the Code is quality-related, this paper is being brought to the Committee due to the strategic importance of the Code and the fact that the content of the Code covers policies and practices which cover a wide range of the student lifecycle.

The Advance Information Set for the University's next Enhancement-led Institutional Review in 2020 will contain a mapping of the institution's policies and practices to the redeveloped Code.

Previous Code (2013-2018)

The previous Code contained high-level expectations (mandatory) and indicators through which providers could demonstrate they are meeting the relevant expectation. The current mapping of policies and practices covers both the expectations and the indicators <https://www.ed.ac.uk/academic-services/quality/quality-code>

Chapters of the Previous Code

Part A: Setting and Maintaining Academic Standards

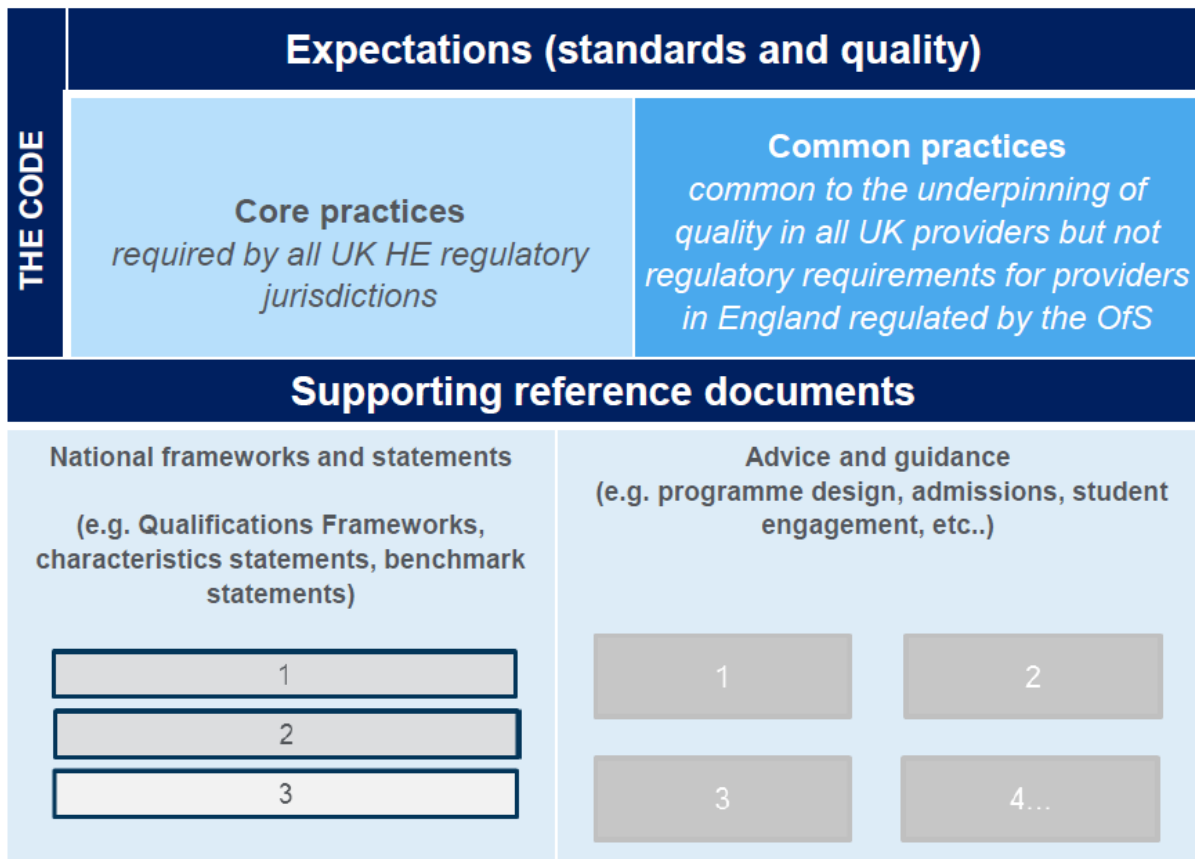
Part B: Assuring and Enhancing Academic Quality

- Chapter B1: Programme design, development and approval
- Chapter B2: Recruitment, selection and admission to Higher Education
- Chapter B3: Learning and teaching
- Chapter B4: Enabling student development and achievement
- Chapter B5: Student engagement
- Chapter B6: Assessment of students and the recognition of prior learning
- Chapter B7: External examining
- Chapter B8: Programme monitoring and review
- Chapter B9: Academic appeals and student complaints
- Chapter B10: Managing higher education provision with others
- Chapter B11: Research degrees

Part C: Information about Higher Education Provision

Current Code

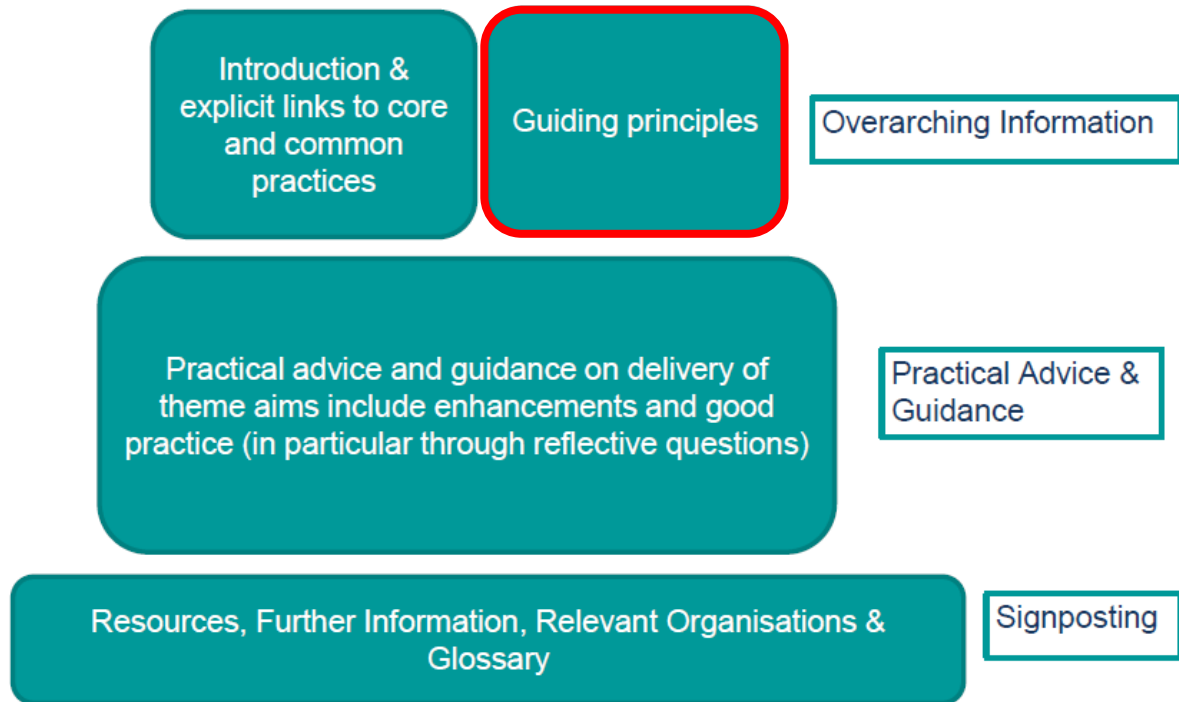
The current Code comprises (for both standards and quality) mandatory expectations and core practices and, mandatory for Scotland, common practices. See Appendix 1 for the details of the mandatory elements of the current Code. 12 “themes” of non-mandatory advice and guidance underpin the mandatory elements of the Code. The Code also has supporting reference documents such as subject benchmark statements and the Scottish Credit and Qualifications Framework.



Advice and Guidance Themes

1. Admissions, recruitment and widening access
2. Assessment
3. Concerns, complaints and appeals
4. Course design and development
5. Enabling student achievement
6. External expertise
7. Learning and teaching
8. Monitoring and evaluation
9. Partnerships
10. Research degrees
11. Student engagement
12. Work-based learning

Structure of the Advice and Guidance



Recommended Approach

Although the advice and guidance is non-mandatory, QAA Scotland expect institutions to map down to the level of guiding principles (outlined in red in the above diagram) in order to demonstrate that they are meeting the mandatory expectations and practices of the Code.

The Committee is asked to approve the following proposal:

- Academic Services will work with policy and practice owners to undertake, during Semester 1 2019/20, an initial mapping (using the mandatory elements of the Code and mapping down to the level of the guiding principles of the advice and guidance) with the aim of identifying any gaps. Due to the breadth of the mandatory elements of the Code and the guiding principles, it is not anticipated that any major gaps will be identified. However, if there are any gaps identified, the relevant policy and/or practice will be reviewed promptly, and before the deadline for the submission of documentation for ELIR.
- Providing there are no gaps identified, thereafter, each policy and/or practice will be reviewed within its planned timescale. During these reviews, opportunities should be sought for making efficiencies whilst still ensuring the effectiveness of the policy and/or practice and that all requirements of the Code, including the guiding principles of the relevant advice and guidance theme(s), are met.
- A comprehensive mapping of the University's policies and practices to the current Code will be completed in time for the submission of the Advanced Information Set in summer 2020.

**Appendix 1 –
Mandatory
Elements of
the Current
Code**

Expectations for standards		Expectations for quality	
<p>The academic standards of courses meet the requirements of the relevant national qualifications framework.</p> <p>The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.</p>		<p>Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.</p> <p>From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.</p>	
<p>Core practices</p> <p>The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.</p> <p>The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.</p> <p>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.</p> <p>The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.</p>	<p>Common practices</p> <p>The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.</p>	<p>Core practices</p> <p>The provider has a reliable, fair and inclusive admissions system.</p> <p>The provider designs and/or delivers high-quality courses.</p> <p>The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.</p> <p>The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.</p> <p>The provider actively engages students, individually and collectively, in the quality of their educational experience.</p> <p>The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.</p> <p>Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.</p> <p>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.</p> <p>The provider supports all students to achieve successful academic and professional outcomes.</p>	<p>Common practices</p> <p>The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.</p> <p>The provider's approach to managing quality takes account of external expertise.</p> <p>The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.</p>

The University of Edinburgh
Senatus Quality Assurance Committee
22 May 2019

Mid-Course Feedback: Follow Up Evaluation

Executive Summary

Outlines the results of the follow up evaluation of mid-course feedback.

How does this align with the University / Committee's strategic plans and priorities?

Aligns with the Committee's remit item: Discuss, formulate and promote strategic initiatives which enhance the student experience as it relates to teaching and learning and which contribute to, and which support attainment, of the University's objectives.

Action requested

To discuss and agree the recommendations.

How will any action agreed be implemented and communicated?

Academic Services will communicate any new arrangements to Schools and Colleges as part of the annual 'new policies' communication. Information on the outcomes of the follow up evaluation will also be communicated to those who have been involved (Heads of School, School Directors of Teaching and Quality and Directors of Professional Services).

Resource / Risk / Compliance

1. Resource implications

Resource implications for mid-course feedback vary according to the School context and methods chosen but clearly do exist (although not quantified). There are resource implications if mid-course feedback is extended to postgraduate taught courses, although a significant number of Schools/Deaneries are either already doing this or are planning to do so. Feedback to date suggests that the positive benefits of mid-course feedback justify this resource.

2. Risk assessment

Effective arrangements for students to provide feedback on their courses assist Schools to manage the risk of them not being satisfied with their experience. The paper does not raise any new risks.

3. Equality and Diversity

The Student Voice Policy Equality Impact Assessment (EqIA) has been updated with the results of the evaluation and will be further updated following the discussion and agreement of recommendations by the Committee. No additional equality and diversity implications have been identified as part of the follow-up evaluation.

4. Freedom of information

Open.

Originator of the paper

Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance
Nichola Kett, Academic Policy Manager, Academic Services

15 May 2019

Background

At its meeting in December 2018, the Senate Quality Assurance Committee (SQAC):

- Considered an update on the evaluation of mid-course feedback (MCF) carried out in March 2018. The Committee agreed that a follow up evaluation should be carried out in semester 2 to allow some longitudinal data comparison.
- Agreed in principle that MCF should be extended to postgraduate taught provision (noting that this already takes place in many areas), and that it would consult with stakeholders on the proposed extension of the Policy as part of the planned evaluation in semester 2.
- Agreed that Schools should monitor the implementation of MCF through annual monitoring, review and reporting processes and annual monitoring forms have been amended accordingly.

The current draft Student Experience Action Plan makes reference to the MCF follow-up evaluation.

Although SQAC own the Student Voice Policy which details MCF requirements, due to the strategic importance of MCF, the Learning and Teaching Committee is being asked to agree recommendations informed by the follow-up evaluation and SQAC will then approve changes to the Policy in line the agreed actions.

Evaluation process

The evaluation comprised:

1. An online survey of undergraduate Course Organisers administered by Student Surveys in March 2019.
2. A consultation with Schools conducted by Academic Services, in which Schools were asked to provide feedback on the following:
 1. The School's overall view of how MCF is operating for undergraduate courses (e.g. how widely it is being used).
 2. The view of the School's students on how MCF is operating for undergraduate courses. Please use your Student Staff Liaison Committee(s) to gather students' views on how MCF has operated this year, both whether it has happened and what they think about it (e.g. is it valuable? Do students see action as a result?).
 3. The view of the School on rolling out MCF to postgraduate taught courses and to what extent this happens already.

Undergraduate Course Organiser Survey – Key Findings

This is the second iteration of this survey, staff were also surveyed in the 2017/18 academic year. The online survey was open for two weeks in March 2019 with 1,355 invitations to participate sent to Course Organisers. 424 responses were received (a response rate of 31.3%), which is higher than the 350 responses received last year.

Where possible year on year comparisons have been made, however changes to the structure of the questionnaire mean that comparisons cannot be made for all questions. Detailed analysis of the survey and full data tables are provided in Appendix 1.

Use of Mid-Course Feedback is high among respondents

- 87.5% of respondents reported they had used mid-course feedback in their courses in 2018/19 (a marginal and non-significant increase on 85.1% in 2017/18).
- It is not possible to extrapolate from this sample how far mid-course feedback is being used across the university as a whole. Comments suggest variation in practice between Schools with some Schools providing a School-wide approach while others leave it to Course Organisers to decide.
- Just over 80% of respondents who used mid-course feedback did so in all the courses they were responsible for.

Lack of use mainly due to confusion and lack of perceived value

- Respondents who did not use mid-course feedback gave several reasons, including use of other mechanisms, not wanting to add another survey, structure of the course (e.g. lab work), lack of perceived benefit, lack of awareness.
- There appears to be some confusion regarding mid-course feedback among those that are not using it. A wider conversation across the university about what constitutes mid-course feedback and how it relates to other student voice mechanisms would be beneficial, including sharing existing examples of mid-course feedback in use.

Mid-course feedback is valued by those who use it

- Just over 78% of the respondents who collected mid-course feedback found it useful and were more likely to find the exercise useful if the feedback provided new insights and / or insights they could act upon.

Postcards are the most popular method for gathering feedback

- The majority of respondents (88.7%) used one method of collecting mid-course feedback. Feedback postcards are the most frequently used collection method, used by 77% of respondents (compared to 79.9% in 2017/18).

Mid-course feedback receives quick response

- Just under half of respondents (49.9% compared to 38.6% in 2017/18) responded to feedback during a subsequent teaching session.
- Other methods included email, Learn or another mechanism such as the Student-Staff Liaison Committee (SSLC).

- Only 15.1% of respondents said they gave feedback to students immediately. This is likely to be affected by method used, as only a small proportion used relevant methods, such as Top Hat.

Most issues can be resolved within the course timeframe

- 73.6% of respondents were able to resolve issues raised by mid-course feedback before the course finished, a similar proportion as in 2017/18 (74.8%).
- 38.2% of respondents said that it brought issues to their attention that they had not previously been aware of, these were predominantly course-specific issues.

Limited confusion with the role of the SSLC

- Only 14% of respondents felt there was confusion with the role of the SSLC.
- Respondents who felt that there was confusion related that students (and staff) feel there are now too many points at which feedback is being collected, there is a lack of delineation between these feedback points and that this saturation can lead to duplication or even 'watering down' of student feedback.

Approach to mid-course feedback has not changed significantly since last year

- The majority of respondents have not changed their approach to gathering mid-course feedback since last year (80.1%).
- 19.1% of respondents said that their approach to mid-course feedback had changed over the last year. These changes included trying new methods of gathering feedback and looking at different ways of responding to feedback.

School Consultation - Key Findings

Heads of School, School Directors of Teaching and Quality and Directors of Professional Services were emailed on 7 February 2019 with an outline of the process for the mid-course feedback follow up evaluation.

A deadline of 26 April 2019 was given to provide the information and a reminder email was sent on 5 April 2019. 18 Schools/Deaneries provided responses. Key findings are outlined below and detailed responses are presented in Appendix 2.

- In 11 Schools/Deaneries of the 18 that provided responses, MCF is either partially or fully implemented or activities akin to MCF are in place for postgraduate taught (PGT) courses. In one further School, there are plans to implement MCF for PGT courses in 2019/20.
- Responses identified a need for more clarity for both staff and students on the functions and aims of the different student voice mechanisms (mainly MCF, course enhancement questionnaires, SSLCs, and the student representative system) and how they relate to each other. Related to this, guidance is needed on what can and can't be changed mid-course as a result of MCF. Schools/Deaneries believe this will help with

survey/feedback fatigue and managing students' expectations which featured in a number of responses. Consistent use of the term mid-course feedback (rather than mid-semester feedback) should also help to avoid survey/feedback fatigue (year-long courses only need to gather MCF once).

- It was evident from responses that staff are implementing a variety of approaches to gathering MCF and closing the student feedback loop in order to ensure that this is a valuable exercise and the workload associated with this was noted in a number of responses. Responses also highlighted the need for guidance and examples for staff on the different approaches that can be used to gather MCF, including for different types of courses (small and large classes, online, etc.) and how the feedback loop can be closed. It was noted that MCF was most effective when it was carried out as a timetabled activity.
- Many responses noted the challenges associated with carrying out MCF for short courses, in particular in relation to workload for staff and usefulness for students.
- A number of responses referred to courses with small cohorts (either on-campus or online) which had ongoing dialogue between students and staff where MCF was viewed as an additional task.

Recommendations

1. Extend mid-course feedback to PGT courses. The Committee is invited to consider whether this should be fully rolled out for 2019/20 or undergo a phased implementation.
2. Provide greater clarity on what constitutes mid-course feedback. Request Academic Services to produce guidance for staff and students on the role and purpose of mid-course feedback and other student voice mechanisms (e.g. surveys, SSLCs, student representative system) and how they relate to one another. *[This links to work underway as part of the Enhancement Theme to create and share a graphically designed visual representation of the new programme student representative system.]*
3. Request Academic Services and the Institute for Academic Development to work with Schools and Deaneries to promote and share existing examples of mid-course feedback in practice to encourage wider take-up.
4. Suggest that mid-course feedback is mandatory for courses which run for 10 weeks or more. Shorter courses will not be required to operate mid-course feedback.
5. Consistently use the term 'mid-course feedback' rather than 'mid-semester feedback' to indicate that mid-course feedback is required only once per course for courses that run over two semesters.

Appendix 1 – Detailed Survey Results

Mid-Course Feedback 2018/19

1. Introduction

- 1.1 Academic Services commissioned research to collect feedback from Course Organisers responsible for undergraduate courses as part of the University's Mid-Course Feedback initiative. This is the second iteration of this survey, staff were also surveyed in the 2017/18 academic year. Where possible year on year comparisons have been provided however changes to the structure of the questionnaire mean that year on year comparisons cannot be made for all questions. Significant findings are explored in this paper and full data tables are provided in the appendix.
- 1.2 This survey was conducted online. The survey was open for two weeks in March 2019 with 1,355 invitations to participate sent and 424 responses received (a response rate of 31.3%).
- 1.3 Full data tables are provided in Appendix A.

2. Adoption of mid-course feedback

- 2.1 In total, 87.5% of respondents collect mid-course feedback. The use of mid-course feedback has increased since last year (85.1%) although this increase is not statistically significant.
- 2.2 Low respondent numbers make meaningful analysis at School level difficult. The chart below provides the percentage of respondents in each School who use some form of mid-course feedback. Respondent numbers are provided in the base of each column for context.

Figure 1 Use of mid-course feedback by School (2018/19)



- 2.3 Of the respondents who used mid-course feedback, 86.5% were Course Organisers for one, two or three courses.
- 2.4 Just over 80% of respondents who used mid-course feedback did so in all the courses they were responsible for.
- 2.5 Respondents who did not undertake mid-course feedback provided the follow reasons¹:
- Feedback is gathered continuously during the course or through other mechanisms e.g. Staff Student Liaison Committees
 - Mid-course feedback is not appropriate for the type of course they are responsible for e.g. independent work in labs
 - Asking for mid-course feedback sets up unrealistic expectations as it is not possible to make substantive changes to a course mid-semester
 - A lack of clarity over the benefits of mid-course feedback or a sense that it is a “box-ticking exercise” and will not provide any benefit
 - Reluctance to add to the number of surveys students receive and reported student survey fatigue
 - The respondents weren’t aware that they should be collecting mid-course feedback
- 2.6 It is interesting that some respondents state that they do not undertake mid-course feedback but report using informal methods of gathering student feedback during the course and evaluating their teaching. Other respondents listed very similar ways of eliciting student feedback amongst the ‘other’ methods they deployed. This indicates that there might be a need for a wider conversation across the university about what

¹ Please note – the structure of the survey prevented respondents who use mid-course feedback for some of their courses explaining why. One comment explicitly stated that the respondent was unclear which module they should consider.

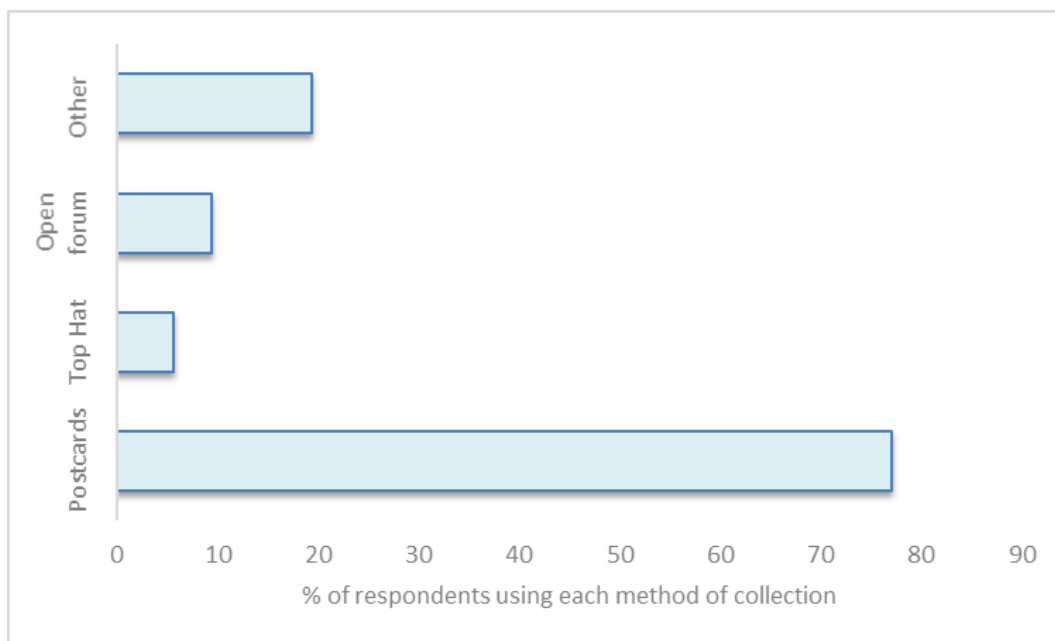
constitutes mid-course feedback. There appears to be a perception that collecting feedback from students requires formal data collection through a poll or survey.

3. Methods for collecting mid-course feedback

3.1 The majority of respondents (88.7%) used one method of collecting mid-course feedback. Feedback postcards are the most frequently used collection method (77%). Of the respondents who use feedback postcards, 34 respondents also used a different method of feedback collection. The questionnaire did not explore why respondents used more than one method of collecting mid-course feedback. This would be an interesting area for further research.

3.2 Given the small numbers of respondents in some Schools it is not possible to see if some subject areas favour particular methods of feedback gathering.

Figure 2 Methods of feedback collection used



3.3 Other methods of feedback collection include surveys (either self-created or delivered by the School), feedback via Learn and Staff / Student Liaison Committees.

3.4 Respondents were asked when they fed back to students. As respondents were able to select more than one method of gathering feedback from students and also more than

one approach to providing a response to that feedback it is not possible to see in the data whether different approaches relate to different methods of feedback collection. It is a logical assumption, however, that some methods of collecting feedback lend themselves to an immediate response whilst others require compilation and more reflection. Should this survey be run again it is recommended that the questionnaire be redesigned so that this can be explored.

3.5 Just under half of the respondents gave feedback on student responses at a subsequent time-tabled session. Only 15.1% of respondents gave feedback immediately – this is likely to relate to the method used to gather feedback.

3.6 Of those who gave feedback to student responses in a different way most provided either a written response by email; posted a response on Learn or used another mechanism like the Staff Student Liaison Committee.

4. Effectiveness of mid-course feedback

4.1 For most respondents mid-course feedback did not raise issues that the respondent would otherwise have been unaware of (61.2%).

4.2 Comments from respondents who found that feedback provided information they had not been aware of most frequently cover issues related to student workload, access to resources and anxieties around assessments. Respondents indicate that they were, in most cases, able to address these issues.

4.3 Of respondents who used mid-course feedback, 73.6% were able to resolve issues raised before the course was finished. Unfortunately feedback was not collected on issues respondents could not resolve.

4.4 There is very little reported confusion with the role of the Staff-Student Liaison Committee (only 14% of respondents felt there was confusion). Respondents who felt that there was confusion related that students (and staff) feel there are now too many points at which feedback is being collected, there is a lack of delineation between these feedback points and that this saturation can lead to duplication or even 'watering down' of student feedback.

4.5 The majority of respondents have not changed their approach to gathering mid-course feedback over the last year (80.1%).

4.6 Respondents were asked to relate three examples of positive feedback they have received and three examples of negative feedback. Positive feedback most frequently relates to the enthusiasm, engagement and knowledge of the lecturer; use of interactive / engaging / innovative pedagogies and thoughtful course structure and scaffolding of

learning. There was much less commonality across the negative feedback although repeated comments included issues with workload and the pacing of teaching.

- 4.7 Of the respondents who used mid-course feedback, 78.2% found it quite useful or extremely useful.
- 4.8 Respondents were significantly more likely to find mid-course feedback quite or extremely useful if it raised issues they would not otherwise have been aware of (95.6% compared to 67.3%). Respondents were also significantly more likely to find mid-course feedback useful if they were able to resolve issues before the course was finished (86.7% compared to 53.8%).
- 4.9 As respondents could select more than method of collecting mid-course feedback but provided an overall evaluation of how useful mid-course feedback has been to them it is not possible to provide a meaning comparison of how useful mid-course feedback is when different methods of feedback collection are used.
- 4.10 Respondents were asked to provide further comments. Key areas identified are:
- Mid-course feedback is more useful than feedback collected at the end of the course in the Course Enhancement Questionnaire
 - A lot of respondents questioned how useful or meaningful either mid-course or end of course feedback is when students aren't engaged and response rates are low
 - Staff and students feel over-surveyed
 - There is a perception that mid-course (and end of course) surveys encourage a consumer/supplier relationship rather than a lecturer/student relationship
 - Some of the feedback received is not actionable either because it is outside the control of the Course Organiser e.g. timetabling or because it is not in the interests of the student achieving their learning aims e.g. the level work is pitched at
 - There is a perceived risk that failing to respond to feedback from students as more feedback is collected could exacerbate low levels of student satisfaction
 - Where mid-course feedback is effective it is tailored to the needs of the course
 - Concern that making mid-course feedback compulsory could be counterproductive as it could be carried out in a perfunctory way rather than being a genuine mechanism for helping students to engage with their learning
 - Respondents who were supportive of the use of mid-course feedback appear to have been already using feedback and reflecting on their teaching practice

5. Conclusions and recommendations

- 5.1 Just over 78% of the respondents who collected mid-course feedback found it useful and, perhaps unsurprisingly, respondents were more likely to find the exercise useful if the feedback provided new insights and / or insights they could act upon.
- 5.2 Whilst 87.5% of respondents used some form of mid-course feedback it is difficult to extrapolate from this sample how far feedback is being collected across the university as a whole. Comments indicate a great deal of variation between Schools with some Schools providing a central resource and other Schools leaving Course Organisers to decide how best to gather mid-course feedback.
- 5.3 Postcards were the most frequently used method of collecting mid-course feedback from students. Some respondents used more than one method. It would be interesting to explore how Course Organisers chose which method to use. This could form the basis for more case-studies to illustrate why colleagues collect feedback, how they go about this and what they do with the feedback they receive.
- 5.4 Comments indicate that there are concerns about collecting feedback from students. Respondents report a lack of engagement from students in response rates to feedback surveys and in engaging with feedback on actions taken as a result of the exercise. There is a strong message that students are being over-surveyed and that this may be unhelpful – particularly when some respondents feel that they are unable to take action as a result of student feedback either because it not an issue they have direct control over or because it would be undesirable to do so as it would be detrimental to students' learning.
- 5.5 An interesting finding is that respondents who state they have not collected mid-course feedback report using similar methods of reviewing their teaching and students' learning as colleagues who did report collecting mid-course feedback using another method. This could indicate that there is a lack of shared understanding about what mid-course feedback is. Perhaps there could be more work done in communicating the range of activities that count as mid-course feedback. There appears to be a perception that it should be some form of structured data collection instrument although this does not appear to be mandated in the guidance. More work could also be done to communicate how to engage in the process without feeling like students are being asked consumer style questions e.g. by evaluating how far students have met relevant learning objectives.
- 5.6 The structure of the questionnaire used for this research was problematic (comments provided by respondents also indicate this) and prevented some interesting

comparisons being meaningfully made. If this survey is conducted for a third year it is recommended that the questionnaire be redesigned.

Appendix A – Data Tables

Table 1 - Use of mid-course feedback by School

	%	N
BIO	77.8	18
BMS	91.3	23
BUS	78.3	23
CHE	33.3	6
COL	66.7	3
DIV	100.0	4
ECA	86.1	36
ECO	100.0	9
EDU	88.5	26
ENG	96.4	28
GEO	43.8	16
HCA	83.9	31
HEA	88.9	9
INF	92.3	13
LAW	100.0	12
LLC	97.9	47
MAT	88.9	18
MED	0.0	2
PHY	100.0	17
PPL	88.9	27
SPS	95.6	45
VET	88.9	9
CSC	50.0	2
U OF E	87.5	424

Table 2 Mid-course feedback methods used

	No. respondents	% Respondents	% Only method	% one of two methods	% one of three methods
Feedback postcards	286	77.1	88.1	11.5	0.3
Top Hat	21	5.7	57.1	42.9	0.0
Open forum	35	9.4	31.4	65.7	2.9
Other	72	19.4	75.0	23.6	1.4
N = 371					

Table 3 Timing of feedback provided to students

	No. Respondents	% respondents
Immediately	56	15.1
At a subsequent session	185	49.9
Other	175	47.2
N = 371		

Table 4 Feedback on mid-course feedback

	No. Respondents	% Respondents
Raised unknown issues	144	38.8
Able to resolve issues	273	73.6
Confusion with SSLC	52	14.0
Approach changed	71	19.1
N = 371		

Table 5 Rating of mid-course feedback

Rating	No. Respondents	% Respondents
Extremely useful	74	20.7
Quite useful	205	57.4
Not useful	78	21.8
Don't know	14	-
N = 371		

Table 6 Relative usefulness of mid-course feedback

	Raised new issues		Resolve issues	
	Yes	No	Yes	No
% Extremely / Quite Useful	95.6	67.3	86.7	53.8
N. Respondents	137	220	264	93
CI ²	3.4	6.2	4.1	10.1
Upper CI	99.0	73.5	90.8	63.9
Lower CI	92.2	61.1	82.7	43.6

Confidence intervals calculated at the 95% level

$${}^2 \pm CI = 1.96 \times \left(\sqrt{\frac{p(1-p)}{n}} \right)$$

Appendix 2 – Detailed School Consultation Responses

School/Deanery	Response received?	School's overall view	Student views	Views on extending to PGT
Business School	✓	Embedded for UG and PGT. In favour of MCF as it complements other feedback mechanisms. Want to ensure it stays informal to support in-class student-staff relationships. Students who do not attend classes do not engage. Some MCF gathered via SSLCs and comments that this should not be duplicated effort.	Anecdotally, students prefer MCF to CEQs. Some generally positive comments from PGT students.	Already implemented.
Centre for Open Learning	✓	Overall valuable to promote dialogue. Operating for all UG and limited PG and open/non-credit provision with the exception of shorter courses e.g. day or a few weeks where this would be disproportionate. Informal nature and choice of mechanism appreciated. Viewed as time consuming by some staff. Student expectations of what can change need to be managed. Possible feedback fatigue with other student voice mechanisms.	Where used, very satisfied with the process, with changes made in response to feedback. Confusion between MCF, SSLCs, and CEQs.	Operating on a limited basis for PG.
Divinity	✓	Operating quite well across UG courses. Real strength in the flexibility.		PGT course organisers are encouraged to carry out MCF.
Economics	✓	Embedded and works well for UG courses. More useful for new courses. Large core courses MCF discussed at SSLCs. Additional workload cuts into teaching time.	Seems to be well thought of by students as they can see the impact of their comments in feedback from Course Organisers. Overall view from representative is positive but engagement rate from peers is low.	Implemented in semester 1 18/19 for semester long core courses. Not suitable for semester 2 due to many five-week courses which are co-taught.

LTC 18/19 5 F

School/Deanery	Response received?	School's overall view	Student views	Views on extending to PGT
		Students ask for changes which cannot be made mid-course.	Especially useful in pre-honours. Questions could be added to MCF for SSLCs to avoid running separate surveys.	
Edinburgh College of Art	✓	Art: straightforward and useful ESALA: is being offered, concern about feedback fatigue Music: broadly positive, useful to fix minor issues promptly, concern about feedback fatigue, important to manage expectations on what can change	Art: happy and understand process History of Art: positive, rapid response, do not feel over surveyed	
Education	✗			
Health in Social Science	✓	Well established practice for all UG and most of PG courses.		PG course organisers are encouraged to carry out MCF. All new courses have it built into the design.
History, Classics and Archaeology	✓	Very positive views and embedded within School policy.	Responses from Course Organisers very useful and many changes are implemented immediately.	Embedded within PGT.
Law	✓	Useful but concerned about a drop in feedback after moving from paper to electronic. Queried why MCF isn't gathered centrally.	Students value the opportunity to give MCF.	Implemented in 2018/19. An evaluation will be undertaken.
Literatures, Languages and Cultures	✓	Implemented consistently and broadly effective in facilitating dialogue in smaller courses, more of a challenge facilitating meaningful dialogue in larger courses. Guidance is circulated to staff and students. Course Organisers asked to comment on how they have responded in annual course	Some notable success in responding to student feedback (EUSA Teaching Awards).	Making progress and intend to make mandatory for 2019/20 onwards.

LTC 18/19 5 F

School/Deanery	Response received?	School's overall view	Student views	Views on extending to PGT
		reports. QA Subject Officers oversee process.		
Philosophy, Psychology and Language Sciences	✘			
Social and Political Science	✘			
Clinical Sciences	✓	Operating in UG programme. Staff find that students comment on events that have not yet taken place.		Concern that adding more formalised feedback will impact on already low CEQ response rates for PGT courses. High proportion of online PGT students studying part-time whilst working which impacts on responses. Many programme teams already collect MCF informally via discussion boards and video calls or formally via short questionnaires. Ongoing nature of dialogue with staff and ODL students might mean a set date for MCF is less effective.
MBChB	✓	Operating in years 1 and 2 with poor student engagement so timing is being reviewed (done as a year group). Does not work in years 4-6 as the course is modular. Many modules get real-time feedback at the half-way point which Module Organisers summarise and is reviewed by MBChB Quality Committee. All modules get Additional Cost of Teaching feedback throughout the year. Overall view is continue with MCF for years 1 and 2 but not year 4-6.	Not viewed as a priority for years 1 and 2 as there are other mechanisms which bring about change e.g. Medical Students' Council.	No appetite within Medical Education due to the constant dialogue with students.

LTC 18/19 5 F

School/Deanery	Response received?	School's overall view	Student views	Views on extending to PGT
Biomedical Sciences	✓	Implemented for all UG courses. Student engagement is variable and more successful where collection is embedded in the course timetable. Mixed views from staff. Useful where an issue can be addressed but is time-consuming. Potential to create dissatisfaction where students' expectations of the process are not managed. Some issues with dignity and respect. Moving towards more closed/focused questions.	Feedback from student representatives has been positive, although clarity on the purpose of different feedback mechanisms has been sought.	Assumption is that MCF is only practical for courses that run for a semester. The course structure of online and some on-campus programmes is five-week teaching blocks which would be very challenging to deliver MCF in. Online students have regular access to staff such that feedback is ongoing. Could be done for 10 week courses.
Vet School	✓	Operating in all UG courses using a variety of methods	Students like it, especially when done electronically. Seen as more useful than CEQs.	Online PGT have continued dialogue akin to MCF. No issues with extending to PGT on campus courses.
Biological Sciences	✓	Mixed view. Allows correction of minor issues and to explain what cannot be changed. Some felt it added no value due to existing student representation systems and/or poor engagement. Some staff unaware of requirement or were unsure of how to carry out MCF.	Particularly appreciated in 1 st and 2 nd year. Student can feel "put on the spot". Confusion between different feedback mechanisms. Variable use and quality of implementation.	Certain amount of reluctance (to some extent this view is also shared with Senior Hons teaching) due to ongoing informal dialogue with small cohorts where many Course Organiser are the main or only instructor.
Chemistry	✗			
Engineering	✗			
GeoSciences	✓	Not consistent. Looking to embed in programme review via course monitoring forms.	There is a strong SSLC process which deals with course-related issues. Students do find MCF useful, even when change is not possible. Where MCF does not happen, there was not strong negative feedback due to the SSLC.	The School would prefer to delay roll out of MCF to PGT until UG is better embedded. In the meantime, the SSLC structure continues to operate as a channel for students to feedback on courses.

LTC 18/19 5 F

School/Deanery	Response received?	School's overall view	Student views	Views on extending to PGT
Informatics	✓	Differing perceptions. Concerns are survey fatigue, other feedback mechanisms (weekly meetings between staff and student representatives), student expectations (improved communication of actions needed).	Student representatives think the goals of MCF and CEQs need to be communicated more clearly. Previous SSLC discussions have raised the issue of survey fatigue.	May be useful but enhanced engagement (weekly meeting) and high workload for MSc students will mean a low uptake.
Mathematics	✓	A valuable tool for gathering feedback at a point where it can be acted upon for that cohort. Fewer smaller issues being raised at SSLCs. Misses the disengaged students e.g. those who do not attend lectures.	Enthusiastic, particularly appreciating when they are made aware of action taken.	Already mandatory.
Physics and Astronomy	✓	Working well for all taught courses. Generally useful although challenges where a course is team-taught if there is a change around the time of MCF.	Students were asked for their views but no comments were received. Anecdotally, students appear to view MCF as more useful than CEQs due to the direct response (changes informed by CEQs will not impact those students completing them).	Operating in PGT courses.

Senate Learning and Teaching Committee

22 May 2019

Final Report of the Task Group to Review the Operation of Section 6.1 of the Higher Education Achievement Report

Description of paper

1. This paper reports the findings of a short-life task group established by Learning and Teaching Committee (LTC) in January 2019 to review the operation of section 6.1 of the Higher Education Achievement Report (HEAR).

Action requested / recommendation

2. For approval of the principles to be applied when considering whether or not an activity should be included in section 6.1 of the HEAR (paragraph 6), and comment on the issues raised by Student Systems in paragraph 15.

Background and context

3. The higher education landscape has changed significantly since the HEAR was introduced by the University in 2011/12. In addition, consideration by the HEAR Recommendation Panel in November 2018 of proposals for new categories of wider achievement to be included in section 6.1 of the HEAR raised questions about the types of activity that the University should be recognising. LTC therefore agreed to establish a short-life task group to:
 - Review the principles applied when considering proposals for new categories of wider achievement
 - Review decisions taken in January 2016 around the strategic direction of the Edinburgh Award and the HEAR
 - Review approaches to verifying data associated with activities recognised in Section 6.1 of the HEAR
 - Review the way in which activities are presented in Section 6.1 of the HEAR
 - Undertake light-touch benchmarking against other institutions that are using the HEAR
4. The task group met twice in March and April 2019. In addition, it considered issues around the gathering and verification of HEAR data by correspondence.

Discussion

Purpose and Principles

5. The task group's starting point was to clarify the purpose of section 6.1 of the HEAR. It agreed that its purpose was to record 'meaningful' activity. As such, any activity recorded should:
 - be significant enough to sit alongside an Edinburgh degree
 - have impact

- encourage reflection and provide opportunities for learning development
- have longevity (ie. be available to students every year as opposed to being a one-off activity)
- be worth the effort involved in recording it on the HEAR.

The group noted that the HEAR is not a CV, and does not therefore need to detail every activity undertaken by a student.

6. Taking into account the purpose of section 6.1 of the HEAR, information gathered through light-touch benchmarking against other institutions that offer a HEAR, guidance within the [HEAR Reference Pack for Institutions](#), and the principles applied to the Edinburgh Award, the task group agreed that the following principles should be applied when considering whether or not an activity should be included in section 6.1:

All activity recognised in section 6.1 of the HEAR should be undertaken whilst a matriculated student, and should fit under 1 of 3 headings:

- 1. Additional Awards** – the ‘Edinburgh Award’
(Credit-bearing activity taken in addition to a standard credit load is recorded under Section 4.3 of the HEAR)
- 2. Additional Recognised Activities** – including volunteering, leadership and representative roles and other significant, verifiable roles
- 3. University, Students’ Association and Sports Union Prizes and Awards** – both academic and non-academic

In addition, all activity should be:

- **Substantial** – the activity has impact, encourages reflection, and provides opportunities for learning development and ‘stretch’. It is likely to involve a substantial time commitment.
- **Verifiable** – the activity is verifiable and endorsed by the University
- **Equitable** – the activity is available on an equal basis to a clearly defined group of students, and should be available to students on an on-going basis
- **Factual** – information included is factual and non-evaluative
- **Additional** – the activity is not required as part of the academic, credit-bearing curriculum

7. The task group also agreed the following sub-categories for heading 2, 'Additional Recognised Activities':

<p style="text-align: center;">Students' Association Roles</p> <ul style="list-style-type: none"> • Edinburgh University Students' Association Activities Position • Edinburgh University Students' Association Elected Office Bearer • Peer Support – PALS Student Leader and Peer Support Leader • Student Representative 	<p style="text-align: center;">University Roles</p> <ul style="list-style-type: none"> • Student membership of University Internal Review team (TPR, PPR and Thematic Review) • Student Representative
<p style="text-align: center;">Sports Union Roles</p> <ul style="list-style-type: none"> • Edinburgh University Sports Union Representative or Office Bearer • Edinburgh University Sports Union Sports Clubs – Official Position 	<p style="text-align: center;">Roles Within Other University-Affiliated Bodies</p> <ul style="list-style-type: none"> • International Student Centre Committee Member • Edinburgh Nightline Committee Member • Edinburgh Students' Charities Appeal Executive Committee Member

Relationship with the Edinburgh Award

8. The task group met with a representative of the Edinburgh Award. Members recognised the high value of the Award and agreed that, at present, it should be the only 'Additional Award' (heading 1) recognised in Section 6.1 of the HEAR.
9. To highlight the value of the Edinburgh Award, the task group proposed providing a more detailed descriptor of the Edinburgh Award on the HEAR. Student Systems is investigating the potential to make this change.
10. The task group also agreed that additional text would be added to the HEAR webpage noting that it may be possible to recognise activity not currently recorded in section 6.1 of the HEAR via an Edinburgh Award.
11. The group agreed that it was acceptable for an activity to be recognised both as standalone activity in section 6.1 of the HEAR and through an Edinburgh Award, provided the activity was 'meaningful' and 'substantial' in both cases.

Verification of Data

12. Student Systems was consulted about processes for gathering and verifying the data relating to achievements currently recorded in section 6.1 of the HEAR. It was reported that, in general, the processes work well. There are currently some issues around data quality, but these are being addressed directly with the groups providing the data when they occur.

Future Development

13. The task group agreed that there would be benefit in recording on the HEAR scholarships awarded on the basis of academic merit (under heading 3, 'University, Students' Association and Sports Union Prizes and Awards'). Student Systems is considering whether the relevant data and resource are available to support this change.

14. The task group also agreed that, subject to further developments, the University may in future wish to include volunteering, study abroad, placements and University training courses in the HEAR.

15. In order to assist with planning, Student Systems would be keen to understand more about the University's appetite to expand the scope of the HEAR in future. Specifically, it would benefit from receiving feedback on whether the University might wish to:

- include information about those programmes that are professionally accredited on the HEAR
- include information about work and study away as the University's processes around this develop and capture more data;
- offer a HEAR to a broader group of students: at present, the HEAR is only offered to those on taught programmes. Service Excellence is considering whether it might be possible to offer a HEAR to postgraduate research students. Is there any drive to offer a HEAR to students studying for CPD or other programmes that do not lead to an award, particularly in light of developments around Distance Learning at Scale (DLAS) and Data-Driven Innovation (DDI)?

LTC's views on ways in which the HEAR might develop are sought.

Resource Implications

16. Changing the structure of the HEAR and expanding its scope have significant resource implications for Student Systems. Changes will need to be costed and prioritised before proceeding.

Equality & diversity

17. The revised principles to be applied when considering activity to be included in section 6.1 make it clear that activity should be equitable and therefore available on an equal basis to a clearly defined group of students on an on-going basis.

LTC: 22.05.19
H/02/25/02

LTC 18/19 5 H

Communication, implementation and evaluation of the impact of any action agreed

18. The changes noted here will be communicated via the University's [HEAR webpage](#).

Author

Philippa Ward (on behalf of the task group)
10 May 2019

Freedom of Information

This paper is open

The University of Edinburgh

Senate Learning and Teaching Committee

22 May 2019

Senate Themes for 2019/20 Meetings

Executive Summary

The Presentation and Discussion section of the Senate meetings is open to all members of staff and poses an opportunity to consider and take part in discussion on a key strategic theme.

In each session, presentations are made on a high level academic matter, intended to generate discussion. The session takes place at the beginning of Senate meetings and runs for 90 minutes.

The following themes have been covered in Presentation and Discussion sections in the past two years:

2018/19

- **Teaching and Academic Careers**
Professor Charlie Jeffery, Senior Vice-Principal
- **The Research Excellence Framework**
Professor Jonathan Seckl, Vice-Principal Planning, Resources and Research Policy
- **Widening Participation**
Professor Charlie Jeffery, Senior Vice-Principal

2017/18

- **The Future of Distance Learning**
Melissa Highton, Assistant Principal Online Learning and Director of Learning, Teaching and Web Services
- **Edinburgh in the City: Partnering to Support Inclusion**
Professor Lesley McAra, Assistant Principal, Community Relations
- **Student Employability**
Shelagh Green, Director of Careers and Employability

How does this align with the University / Committee's strategic plans and priorities?

Leadership in Learning and Research

Action requested

The Committee is invited to make suggestions for themes for the Presentation and Discussion sections for Senate in 2019/20.

How will any action agreed be implemented and communicated?

Suggested themes will be passed to the Principal, who will decide the presentation and discussion themes in 2019/20.

Resource/Risk/Compliance

1. Resource implications (including staffing)

None

2. Risk assessment

No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake a risk analysis

3. Equality and Diversity

No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake an equality and diversity assessment

4. Freedom of information

Open

Originator of the paper

Theresa Sheppard, Academic Services.
2 May 2019

Senate Learning and Teaching Committee

22 May 2019

Review of Accessible and Inclusive Learning Policy

Description of paper

1. A review of the Accessible and Inclusive Learning Policy was undertaken by the Student Disability Service in academic year 2018/19. This paper provides details of minor changes made to the Policy as a result of the review.

Action requested / recommendation

2. LTC is asked to approve the revised Policy.

Discussion

3. Following review of the Policy, it was agreed that information relating to lecture recording should be added (see attached Policy, Section 8, changes highlighted).
4. Although additional adjustments were considered during the review, it was noted that substantial resource would be required to implement these. As such, implementation of these adjustments will not be taken forward at this time.

Resource implications

5. There are no resource implications associated with this change given that lecture recording and a University Lecture Recording Policy are already in place.

Risk management

6. There are no risks associated with this change.

Equality & diversity

7. There is no need to undertake an Equality Impact Assessment given that only minor changes have been made to the Policy and there has been no change in practice.

Communication, implementation and evaluation of the impact of any action agreed

8. The revised Policy will be added to the Academic Services website.

Author

Philippa Ward
15 May 2019

Presenter

Philippa Ward

Freedom of Information

The paper is for inclusion in open business.



Accessible and Inclusive Learning Policy

Purpose of Policy

The Policy seeks to increase the accessibility and inclusivity of learning and teaching for all students by mainstreaming a small number of adjustments. "Adjustments" in this context describes types of academic support which are recommended for disabled students by the Student Disability Service. See full purpose below.

Overview

The policy outlines an approach to increase the accessibility and inclusivity of learning and teaching for all students.

Scope: Mandatory Policy

The policy applies to all students of the University and all staff who teach and support students. See full scope below.

Contact Officers	Paddy Corscadden	Director, Student Disability Service	paddy.corscadden@ed.ac.uk
	Prof. Tina Harrison	Assistant Principal, Academic Standards and Quality Assurance	tina.harrison@ed.ac.uk

Document control

Dates	Approved: 30.01.13	Starts: 01.08.13	Equality impact assessment: 13.08.13	Amendments: 22.05.19	Next Review: 2021/22
Approving authority	Learning and Teaching Committee (LTC)				
Consultation undertaken	The proposal was developed from work of a Task Group of the Quality Assurance Committee, at the request of LTC. The Student Disability Service, Edinburgh University Students' Association and the Assistant Principal Academic Standards and Quality Assurance led the consultation. A scoping exercise established current internal and external practice.				
Section responsible for policy maintenance & review	Student Disability Service				
Related policies, procedures, guidelines & regulations	Guidance: www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching/inclusive/mainstreaming				
UK Quality Code	UK Quality Code Chapters B1 and B4				
Policies superseded by this policy	The Policy was reviewed in May 2016 (no changes were made) and in May 2019, when minor changes relating to lecture recording were made.				
Alternative format	If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 650 2138.				
Keywords	Accessible learning, inclusive, audio recording, recording lectures, equality, disability.				



Accessible and Inclusive Learning Policy

Full Purpose of Policy

The University aims to help students maximise their academic potential and get the most benefit from their programme of study and university experience. In line with our strategic goal of excellence in learning and teaching, we seek to enhance the student experience by creating a learning and teaching environment, and culture, that is dynamic, accessible and inclusive.

The Accessible and Inclusive Learning Policy seeks to increase the accessibility and inclusivity of learning and teaching for all students by mainstreaming a small number of adjustments.

“Adjustments” in this context describes types of academic support which are recommended for disabled students by the Student Disability Service. The duty to make reasonable adjustments requires education providers to take positive steps to ensure that disabled students can fully participate in the education and enjoy the other benefits, facilities and services which education providers provide for students.

The University of Edinburgh intends that all of our students should have equal access to their course of study.

“Mainstreaming” in this context means the systematic consideration of the effects of teaching, learning and assessment practice and policy at the point of planning, implementation and evaluation to ensure that teaching and learning is inclusive of and accessible to all students.

Full Scope of Policy

The policy applies to all students of the University and all staff who teach and support students. Unless there is a justified pedagogic reason for not doing so, the policy applies to all courses. A justified pedagogic reason must be made clear to students in advance in the course handbook. For example, for some subjects it may not be possible to put some material on the Virtual learning Environment (VLE) because it is confidential or sensitive (i.e. information relating to patients in medicine). In other subjects it may be necessary that students prioritise reading lists for themselves – in such cases this should be reflected and clearly stated in the learning outcomes of the course and should be assessed, otherwise it is not justified.

1. Course outlines and reading lists shall be made available at least 4 weeks before the start of the course.

- 1.1 This means providing an outline of the course in terms of the indicative content, nature of assessments and indicative reading.
- 1.2 Reading lists at this stage may focus on the core texts only (where they are used). Additional reading may be provided nearer to the start date of the course (see following point).
- 1.3 The provision of this information will facilitate course choices, where available, and provide students with an early opportunity to engage with the course requirements and familiarise themselves with the reading.
- 1.4 This information is likely to be communicated in course handbooks or on the appropriate VLE. It should be stressed that this is an outline and further course details will be provided at the start of the course in the course handbook or equivalent or on the VLE.

2. Reading lists shall indicate priority and/or relevance.

- 2.1 The key purpose is so that students can prioritise their own reading.
- 2.2 Where reading lists are provided to students these should clearly indicate to students those readings that are considered to be key to the course or particularly relevant to a session or theme within the course. It is not necessary for the whole reading list to be ordered. Neither is it



Accessible and Inclusive Learning Policy

expected that students should read only from the reading list provided; they will be expected, through their own research, to identify further readings.

- 2.3 In some subjects, the compilation of a reading list may be central to the assessment task. Where this is the case it shall be signalled clearly to students as there may not be a set reading list provided.

3. Lecture outlines or PowerPoint presentation slides for lectures/seminars shall be made available to students at least 24 hours in advance of the class.

- 3.1 The key purpose is to inform students of what they will be taught so that they can prepare in advance in their own time.
- 3.2 Where Powerpoint (or similar) presentation slides are used as the basis for the lecture/class, these shall be made available to students 24 hours in advance of the class, preferably on the appropriate VLE, for all students to access as required.
- 3.3 Where a VLE is not used, students must be informed of how to access the materials. Teaching staff will not be expected to produce Powerpoint slides if these are not normally used. In other cases an outline of the lecture will be required. This may take the form of a bullet-pointed list of the key themes/content of the lecture/class: it is not required that detailed notes are provided.
- 3.4 Judgement will need to be exercised in such cases where confidential or 'spoiler' information is contained within materials so as not to compromise confidentiality or impinge on the pedagogical experience. In such cases students should be informed of the presence of such information and may only be provided with partial PowerPoint slides in advance of the class; the full materials to be made available following the class.

4. Key technical words and/or formulae shall be provided to students at least 24 hours in advance of the class.

- 4.1 The key purpose is to ensure that students fully understand the terms/formulae in use in the class and to facilitate their participation.
- 4.2 Where technical words/terms and/or formulae are used in class, these should be made available at least 24 hours in advance of the class that they are being used in, preferably on the appropriate Virtual learning Environment (VLE).
- 4.3 Where the VLE is not used, students must be informed of how to access the materials. In many cases technical words/formulae are likely to be embedded in the lecture/class presentation and are likely to be covered by the provision of lecture outlines/PowerPoint slides (see point 3 above). In other cases it may be necessary to produce a supplementary hand-out for students.
- 4.4 The use of technical words/terms and/or formulae will not affect all subjects and judgement needs to be exercised.

5. Students shall be notified by email of changes to arrangements/ announcements such as changes to courses/room changes/cancellations.

- 5.1 The key purpose is to ensure students do not miss important information and have sufficient time to respond to changes.
- 5.2 Students should be notified of changes to courses/classes as soon as possible.
- 5.3 The official form of communication is the University email system and should be the primary method of communication. This may be supplemented by other forms of communication (such as plasma screens, lecture announcements etc.) as available and appropriate.

6. Students shall be permitted to audio record lectures, tutorials and supervision sessions using their own equipment for their own personal learning.



Accessible and Inclusive Learning Policy

- 6.1 The recording is only used by the individual student for the purposes of personal study (it shall be a disciplinary offence to use the material for any other purpose, or to distribute the material).
 - 6.2 Video recording shall not be permitted without the explicit permission of the member of staff involved.
 - 6.3 All Intellectual Property Rights in the recording remain with the University and the lecturer.
 - 6.4 The recording is done in an unobtrusive manner by the student using their own equipment.
 - 6.5 The recording is destroyed once its purpose has been met (this will always be before the student leaves the University and shall normally be by the end of the exam diet to which the course relates).
 - 6.6 Teaching staff have the right to insist that recording stops in certain circumstances (for example to protect confidentiality where sensitive or personal information is being discussed).
 - 6.7 Students agree to these terms and conditions as part of the contract between the University and its students and assent to it on matriculation.
- 7. All teaching staff shall ensure that microphones are worn and used in all lectures regardless of the perceived need to wear them.**
- 7.1 Where radio microphones are made available in teaching rooms these must be worn and used by all teaching staff regardless of the perceived need to wear them. Table-top microphones are not always sufficient on their own, particularly when lecturers walk around whilst talking. The benefit of amplified sound reduces the effort involved in concentrating in the class for all students, not only students with a hearing impairment, and improves attention.
 - 7.2 Maintenance of the microphones is the responsibility of the Learning and Teaching Spaces Technology Section.
- 8. The University will make recordings of lectures available where possible, in line with its [Lecture Recording Policy](#). The Lecture Recording Policy also includes information about circumstances under which recordings will not be provided.**

22 May 2019

The University of Edinburgh

Senate Learning and Teaching Committee

22 May 2019

Assessment and Feedback Enhancement Group: proposed updated name, remit and membership

Executive Summary

The Assessment and Feedback Enhancement Group operates as a task group of Learning and Teaching Committee. The paper proposes changes to the Group's remit, membership and name to reflect the wider context relating to curriculum, course and programme design.

How does this align with the University / Committee's strategic plans and priorities?

The paper aligns with the University Strategic Plan objective of Leadership in learning.

Action requested

The Committee to consider the proposed name, remit and membership changes for approval.

How will any action agreed be implemented and communicated?

Academic Services to co-ordinate and communicate as appropriate to Schools, Colleges and Student Support Services.

Resource / Risk / Compliance

1. Resource implications (including staffing)

No resource implications are identified in relation to remit changes.

2. Risk assessment

A risk assessment is not included as the paper does not propose significant change to existing policy or procedures.

3. Equality and Diversity

The Group does not anticipate any equality impacts as a result of the proposed changes.

4. Freedom of information

The paper is **open**

Originator of the paper

Dr Sabine Rolle, Convener, Assessment and Feedback Enhancement Group

Susan Hunter, Academic Services

6 May 2019

Assessment and Feedback Enhancement Group: proposed updated name, remit and membership

The Assessment and Feedback Enhancement Group was originally set up to advise the Assistant Principal Assessment and Feedback, to support their role in giving additional focus on the University's assessment and feedback practices, and also to advise Learning and Teaching Committee (LTC) where it did not have time to look in detail at assessment and feedback. A review of the remit has become necessary as the Assistant Principal has stepped down, and the Group has taken this opportunity to discuss its remit more generally. The Group considers that assessment and feedback cannot be looked at in isolation but rather is part of a wider context of curriculum, course and programme design.

Therefore, the Group proposes that its remit is expanded to cover matters and operational support relating to curriculum, course and programme design, including assessment and feedback.

The Group's agenda may come from a variety of sources, including Leading Enhancement in Assessment and Feedback (LEAF) and Edinburgh Learning Design Roadmap (ELDeR) processes, and Boards of Studies sessions. The Group should also generate items for Learning and Teaching Committee (and vice versa), surfacing issues identified from projects and services.

The Group's membership is similar to LTC's and it is important not to duplicate LTC membership. However, different levels of representation in terms of staff seniority might be beneficial, with the Group's membership including colleagues more directly involved in operational matters. In terms of support services representation, the Group identified the Careers Services as a useful addition to ensure the employability agenda is included. Most other services could be invited to attend and comment on relevant agenda items so that the Group may act as a forum for broader discussions.

Proposed new name, remit and membership

The current [Assessment and Feedback Enhancement Group remit and membership](#) is published on the Learning and Teaching Committee website.

Support for Curriculum Development Group

Remit

- Advising Learning and Teaching Committee on operational support for curriculum development, including assessment and feedback
- Connecting University and College level strategic planning and operational support
- Operating as a forum to include more interactive, wider discussions in relation to curriculum development, including assessment and feedback, with invited guests as appropriate
- Discussing and advising as appropriate on matters relating to Information Services (IS) provision supporting assessment and feedback
- To consider applications for ELDeR (Edinburgh Learning Design Roadmap) facilitated by Information Services, and monitor impact

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- To consider reports on the Leading Enhancement in Assessment and Feedback (LEAF) project activity and monitor impact

Membership

- Dean of Undergraduate Studies, CAHSS (Chair)
- Dean of Learning and Teaching (or equivalent) representing CSE and CMVM
- Edinburgh University Students' Association Vice President Education
- Academic Policy Manager, Academic Services
- Careers Service representative (to be confirmed)
- Information Services representative (Learning, Teaching and Web Services)
- Director of the Institute for Academic Development (IAD)
- ELDeR service representative (IS)
- LEAF service representative (IAD)
- Student Systems representative
- Academic Policy Officer, Academic Services (Task group administrator)

Dr Sabine Rolle, Convener, Assessment and Feedback Enhancement Group
Susan Hunter, Academic Services
7 May 2019

The University of Edinburgh

Senate Learning and Teaching Committee

22 May 2019

Review of Common Marking Schemes: Update

Executive Summary

At its meeting on 14 November 2018, LTC discussed a proposal to review the University's Common Marking Schemes (see paper [LTC 18/19 2 C](#)). The committee decided that further scoping work should be undertaken, with an aim to report back to LTC on progress by the end of the academic year. This paper outlines the current status of the ongoing work.

How does this align with the University / Committee's strategic plans and priorities?

The paper aligns with the University Strategic Plan objective of Leadership in Learning.

Action requested

For information.

How will any action agreed be implemented and communicated?

N/A.

Resource / Risk / Compliance

1. Resource implications (including staffing)

There are no resource implications at the current stage. Any future work to review and potentially change the University's Common Marking Schemes will, however, carry resource implications as identified in the original paper.

2. Risk assessment

There are no risks associated with this report on progress of work. A systematic analysis of risks would, however, be needed as part of any potential future project aiming for a substantive change to the University's Common Marking Schemes.

3. Equality and Diversity

This report on progress of work has no equality and diversity implications.

4. Freedom of information

Paper is open

Key words: Assessment, feedback, student experience

Originator of the paper

Sabine Rolle, Dean of UG Studies (CAHSS) and Chair of Assessment & Feedback Enhancement Group
10 May 2019

Proposal to Review the University Common Marking Schemes:

Update on progress of work since November 2018

Background

At its meeting on 14 November 2018, LTC discussed a proposal to review the University's Common Marking Schemes (see paper [LTC 18/19 2 C](#)) The proposal outlined the context and rationale for the University undertaking such a review as well as some co-dependencies and a number of required next steps associated with different potential courses of action. The originators of the paper recommended that the University should explore moving to a single, simplified CMS (as had been recommended by a previous working group in 2015).

The committee decided that further scoping work should be undertaken, including:

- further benchmarking of other institutions that have undertaken similar projects in recent years, in order to gain an understanding of the academic regulatory and systems change involved
- engagement with students to understand whether they would support the proposed model
- engagement with Schools to understand whether, in principle, they would support the proposed model (which could include piloting any proposed approach for some programmes and courses in a particular School)

Update on progress

Only some of the above scoping work has been taken forward so far, more specifically the benchmarking with other institutions, based on desk-based research on four universities (two Scottish and two English) that have undertaken similar change projects in recent years. This included asking what the change process was and about the impact resulting from it.

The institutions surveyed had proposed changes from a percentage based to grade marking scheme, rather than changes from multiple schemes to a single marking scheme. However, Academic Services anticipate that the processes would be very similar. The findings can be summarized as follows:

- Major institutional projects were set up; support from senior management was key to success.
- Institutions undertook detailed options appraisal and consultation including piloting the proposed new marking scheme.
- Practical implementation issues included the need for staff training (including training on developing grade descriptors), changing course materials, systems issues, clear communication to students and staff, particularly where dual schemes were in use during transition periods.
- Institutions surveyed reported positive impacts in supporting consistent marking and that the new schemes were useful in overcoming issues with borderlines (move from percentage to grade marking scheme). Negative impacts included the amount of additional work for staff and efforts required to bring colleagues along with a major change project.

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Other aspects of the scoping work have not yet been taken forward, due to ongoing changes in senior management and in view of activity in other areas of the university. We do, however, anticipate that a review of the common marking schemes can and should be incorporated into the upcoming broader curriculum review discussions once the new Vice Principal (Students) is in post. The CAHSS Dean of UG Studies will take this forward accordingly.

REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE

22 March 2019

1 Artificial Intelligence & Data Ethics Advisory Board

The Vice-Principal High Performance Computing provided an overview of the Artificial Intelligence (AI) & Data Ethics Advisory Board, intended to:

- establish an ethical framework, comprising clear guiding principles and robust processes for data governance and use;
- assist existing University ethics bodies to improve their competence in dealing with AI and data use issues;
- monitor compliance by the University and its partners with the ethical framework, and with any other relevant processes and regulations;
- encourage a culture that is aware of the ethical and societal implications, informs and contributes to public debate, and promotes responsible research and innovation; and,
- provide strategic advice on how the University can be a global leader in the ethical development and use of AI and data science.

The Committee raised the following points: how the Board would interact with School-level ethics committees, with the Board established to consider new ethical problems and not duplicate existing work; building a repository of answers to frequently asked questions from staff and students, noting that the Board is not resourced as yet; progress with the consultation on monitoring study space usage and that an arms-length body including external members may be useful for oversight of some aspects of University research in this area. A further update was requested in due course.

2 Core Systems Update

The Deputy Chief Information Officer presented an update on the Core Systems procurement programme to replace HR, Finance, Payroll and Procurement systems. A winning bidder has been agreed within the planned timescale, with due diligence workshops with subject matter experts underway and a final contract award expected in April. Members asked if any lessons learned from the process to date have been identified, with the logistical challenge of organising 156 due diligence workshops over a 9 week period the key learning point. It was noted that the HR and Finance strands of the Service Excellence Programmes were established before the Core Systems procurement to aid the development of systems requirements.

3 Information Services Group Plan 2019-22

Key elements of the Information Services Group (ISG) Plan for 2019-22 were reviewed. The Deputy Secretary Strategic Planning provided context on the University's medium term planning, the uncertain external environment and the intention to increase contributions from across the University budget areas for reinvestment in key priorities. The Chief Information Officer noted pressures on the

ISG budget from the increased contribution requested and increased costs of provision of many services, including software licensing increases, replacement of an obsolescent programming language used in many University applications and higher employer USS pension contributions.

The Committee discussed:

- Ensuring that any changes in centrally-provided services do not lead to an increased proliferation of locally-provided services in mitigation, with an already highly-developed level of Information Technology expenditure compared to peer institutions;
- The potential for consolidating IT expenditure centrally to generate cost savings;
- Generating cost savings while minimising any potential effect on the student experience;
- The implementation of a post approval process with Chief Information Officer sign-off for all ISG staff recruitment was welcomed; and,
- A glossary of acronyms would be helpful for committee members.

4 Information Security Update

A regular update on Information Security risk management activity was reviewed. The proposed purchase of password manager software to provide enhanced protection before an upgrade of the University's authentication service (EASE) was discussed – with queries on whether the company or the University would hold responsibility for assisting staff and students experiencing problems with the service, how the service would accommodate individuals with dual staff and student credentials and managing those moving between staff, student and alumni categories.

5 Plan S Update

An update on the initiative from predominantly European funding agencies to accelerate the transition to full and immediate open access to research publications was reviewed. It was noted that, while many universities have raised strong concerns on the implementation date of 1 January 2020 and consequent short time period to prepare, an early 2020 implementation date remains favoured by the coalition of funders. Universities are continuing to consult with the coalition of funders. The University of Edinburgh's consultation response was supportive in principle but with a number of specific changes requested. A further update was requested for the next meeting.

6 Academic Engagement with Collections

A report on the depth and breadth of academic engagement with the Centre for Research Collections was considered. Programmes to enhance student employability were welcomed, including student placements, with further work requested on encouraging student placements with University suppliers.

7 Projects and Ongoing Activities Update

The lecture recording update was discussed, with 85% of centrally allocated teaching rooms (over 300 in total) now enabled for lecture recording. It is proposed for the next phase will focus on equipping conference areas used for large public lectures and similar events rather than the remaining small teaching rooms used for discussion-based seminars that are less suitable for recording. It was noted that students used to lecture recording in the early years of an undergraduate degree should be made aware that this may not continue in seminars at honours level. Masters level students on courses taught in smaller rooms may expect to have teaching in these rooms recorded and smaller rooms which have lecture recording equipment installed can be booked. The Committee welcomed the extent of lecture recording taking place, one of the highest in the Russell Group, with the figures to be kept under review and any examined in detail for any anomalies.

The University of Edinburgh

Senatus Learning and Teaching Committee

22 May 2019

Student Representation: Programme level system update

Executive Summary

The paper sets out an overview from a sample of School and Programme Representatives operating within the new Programme Representative level system.

How does this align with the University / Committee's strategic plans and priorities?

Aligns with the University's strategic objective of Leadership in Learning.

Action requested

For information.

How will any action agreed be implemented and communicated?

No actions are proposed, the paper is presented to the Committee for information

Resource / Risk / Compliance

1. Resource implications

No additional resource implications.

2. Risk assessment

The paper is for information and risk assessment is not required

3. Equality and Diversity

The paper is for information and equality impact assessment is not required.

4. Freedom of information

Open.

Originator of the paper

Megan Brown and Natalie Hay (Edinburgh University Students' Association),
Gillian Mackintosh (Academic Services),

15 May 2019

Background

The current draft Student Experience Plan notes that the University will continue to support the Student Association's reform of the taught student representative system into a programme-level system, with a view to full implementation by 2019-20.

It was agreed that having held focus groups with students and sought feedback from Schools during January to April 2019, Academic Services and the Students' Association will report to the Senate Learning and Teaching Committee (LTC) on 22 May 2019 setting out the experience to date of those Schools that have already made the move to a Programme-level system, and those Programme Representatives (Reps) that have operated within this new system. This will provide LTC and the Students' Association with an opportunity to reflect on whether to proceed with full implementation of the system from 2019-20.

In addition, it was agreed that Academic Services and the Students' Association would enter into dialogue with any Schools intending to make a case for opting out from the programme level system, with a view to presenting any cases for the Senate Quality Assurance Committee's approval on 23 May 2019.

Students' Association Programme Representation Update

The new Programme Representative System was introduced in the academic year 2018/19, with 18 Schools and Deaneries moving to the Programme Rep system (6 Schools retained their Course/Tutorial Rep systems).

In the first year of the new system, there has been a 35% decrease in Rep numbers from 2017/18 to 2018/19 (from 2260 to 1467 respectively). This has led to a 15% increase in the percentage of Reps completing training (from 68.5% to 83.5%). The average percentage increase of Reps completing training in Schools who have adopted the Programme Rep system is 17%.

65.7% of Reps have completed the newly introduced Handover Document (up from 53% who completed the Impact Questionnaire in the previous year). 64% of Reps will receive recognition for their role on their Higher Education Achievement Report this year, an increase of 17% from 2017/18 when 47% achieved recognition. 96% of Reps who completed the Handover Document would recommend the Programme Rep role to others.

There has also been an increase in attendance at Rep Lunches (with over 400 instances of attendance in total).

Programme representation system feedback

Focus groups were held with students; 21 students attended on-campus sessions, and 2 students provided feedback electronically.

The students were asked to comment on their experience; what was working well, any challenges and any ideas/suggestions for ways in which they could be further supported in the role.

Some of the students had previously been Class Reps and were asked about their experience of the new programme level rep system. Some students noted no change or difference, others commented that the change led to communication with the School Representative which didn't exist with the Class Rep model.

Some comments indicated that students felt that they had more power but less specialization with the programme level system. Others noted that in their previous role as a Class Rep in 1st year it felt that there was saturation, with only a few representatives being actively engaged whilst the others were quite passive towards representation.

Some students noted that the new model felt like a more structured approach towards representation and that being in post for the whole year gives the representative an opportunity to learn how the system works. However it was noted that more training and guidance is required especially around how to proactively communicate with the students.

Feedback from Schools

A survey was circulated to 7 Schools and 5 responses were received.

Schools were asked to comment on what has worked well and any challenges with the programme level system. Schools were also asked for any suggestions to help support Programme Representatives and/or Schools with the new system.

One School reported that they felt Programme representatives have been given greater responsibility and that this has hugely enhanced their experience and usefulness in being representative. A good level of engagement from Reps in larger programmes and a high level of attendance at SSLC was noted.

Another School commented that they felt the programme representatives have been very well trained. As they have access to information from different courses, the Reps are able to gauge which concerns are representative and which aren't. They are also able to determine whether the comments are pointing to a more general issue beyond the course.

One School reported that turnout at meetings was low and are looking at ways to improve this. In addition, it was highlighted where a School may have two Reps however there could be instances where only one of the Reps is able to attend meetings or has to step down from the role, resulting in a lot of work falling on the other rep.

Others reported some issues around Reps gathering quality feedback from students and are looking to improve the way students can communicate with their Reps.

It was highlighted that there isn't a clear route for visiting students to take part in the Rep process.

One School suggested that well-structured training and a clear indication that Reps can contact the Students Association for advice on roles and responsibilities would be helpful.

Response to feedback

Academic Services and the Students' Association plan to work with Schools to support better engagement at meetings and to share practice where a good level of engagement exists.

The Student Voice platform pilot project, led by the Students' Association is due to commence at the start of AY 2019/20. The project will pilot Learn and Microsoft Teams to enable effective communication between Reps and the student body, to help close the feedback loop by providing a place for each programme to gather and distribute feedback and to store documents such as SSLC minutes and action points.

During 2019/20 the Students' Association will consider how to include visiting students in the Rep structure going forward.

The Students' Association recommend a ratio of 1 rep for every 40 students, if a rep drops out early in the year, the School should attempt to fill the role to prevent one person having too large a remit.

Programme level system arrangements 2019/20

Academic Services and Students' Association entered into dialogue with Schools who continued with the Class Rep model during 2018/19.

These Schools have all confirmed that they plan to implement the programme level system during 2019/20.

In early 2019/20, Academic Services will seek confirmation that they have implemented the new system in full and confirm this with Senate Learning and Teaching Committee.